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GUIDE FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ELEMENTARY SCHOOL PUPILS. LEVEL II, PART 1.

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THE 55 AUDIO-LINGUAL LESSON UNITS OF "TEACHING ENGLISH EARLY" ARE DESIGNED AS A GUIDE FOR THE TEACHER OF ELEMENTARY GRADE CHILDREN WHO HAVE REACHED LEVEL II IN ENGLISH AS A SECOND LANGUAGE. AIMED PRIMARILY AT THE SPANISH-SPEAKING (MEXICAN-AMERICAN) CHILD, THIS PRE-READING MATERIAL MAY BE USED WITH OTHER LANGUAGE BACKGROUNDS. (SEE THE FINAL REPORT AND SUMMARY OF THIS PROJECT IN AL 001 240, WHICH CONTAINS THE RATIONALE FOR THIS APPROACH.) EACH LESSON UNIT IS PRESENTED IN THREE SECTIONS--(1) LESSON CONTENT, E.G., THE BASIC STRUCTURES AND SOUNDS TO BE TAUGHT, AND OCCASIONAL TESTS, SUCH AS TEAM GAMES AND GUESSING GAMES, (2) MATERIALS, E.G., THE REALIA AND OTHER TEACHING AIDS NECESSARY FOR TEACHING THE LESSON, UPON WHICH THE LESSON IS BASED, AND (3) PROCEDURE, E.G., THE DETAILED ACCOUNT OF EACH STEP OF THE LESSON. (SOME STEPS ARE SUGGESTIONS ONLY, WITH DETAILS LEFT TO THE TEACHER'S DISCRETION.) SIDE NOTES PROVIDE ADDITIONAL INFORMATION CONCERNING PREDICTED PHONOLOGICAL AND SYNTACTIC PROBLEMS, AS WELL AS SUGGESTED TEACHING TECHNIQUES. THE FORMAT IS SIMPLIFIED, WITH A MINIMUM OF TECHNICAL TERMINOLOGY, BUT IT IS ASSUMED THAT THE TEACHER IS LINGUISTICALLY ORIENTED AND THOROUGHLY FAMILIAR WITH THE MATERIALS AND METHODS OF THE COURSE. (AMM)

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GUIDE FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ELEMENTARY SCHOOL PUPILS - LEVEL II, Part 1.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Teaching English Early

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AL 001 238

Lesson 1

I. OBJECTIVES

A. Content

1. The learner will be able to produce the final-rise intonation pattern of yes-no questions, as in:

   Are you a fireman?

2. The learner will be able to pronounce [ə], [æ], and [a], as in "cut," "cat," and "cot."

B. Test: See page 4.

II. MATERIALS

A. Three puppets

B. A piece of paper and scissors

C. Pictures of a cat and a cot

D. A policeman's hat, a fireman's hat, a mailman's hat, a cat mask, a dog mask, and a rabbit mask.

E. Song: "We Are All Nodding."

III. PROCEDURE

Pronunciation

1. Model: (2).

   CUT
   CUT

Teaching Points

a. The intonation of yes-no questions.

b. The mid central vowel [ə].

c. The low front vowel [æ].

d. The low central vowel [a].

The pictures should be large enough for the group to see without difficulty.

Enough hats and masks for each pupil to have one.

This song is adapted from "We Are All Nodding" Birchard Music Series, Kindergarten, California State Series, Page 18. Use the lyrics in step 5 of the Procedure.

Cut the piece of paper with the scissors for "cut."

Lesson 1

CAT
CAT

Hold up the picture of the cat.

COT
COT

Hold up the picture of the cot.

2. Hold up the appropriate picture each time.
Model: (3).

CAT - COT
CAT - COT
CAT - COT
CAT - COT

3. When you say "cut" have each pupil raise his right hand. When you say "cat" have each pupil raise his left hand. Call out the two words randomly, e.g.,
Recognition: (5).
CUT CAT CAT CUT CAT CUT CUT CAT CUT

4. Repeat the procedure of step 3. Call out the two words randomly, e.g.,

CUT COT CUT CUT COT

CAT COT COT CAT COT

CUT COT CAT CAT CUT

5. Repeat the last row in step 4, but this time have the pupils repeat the word after you.
Echo: ◯ (1), ⊙ .

6. Free Dialog. Encourage the pupils to put "cut," "cat," and "cot" in sentences by asking questions that will stimulate some discussion, e.g.,

WHAT DO YOU CUT?

I CUT COLORED PAPER.

DO YOU HAVE A CAT?
YES, I HAVE TWO CATS.

WHAT ARE YOUR CATS' NAMES?
MY CATS' NAMES ARE BLACKIE AND SPOT.

WHAT'S A COT?
A COT IS A BED.

7. Recite then sing the song below. Dramatize the song as you sing it.

WE ARE ALL NOD-DING,
NOD, NOD, NOD-DING,
WE ARE ALL NOD-DING,
AND FALLING FAST ASLEEP.

[nad] for "nod."

[fæst] for "fast."

8. Recite the lyrics of the song in step 7 and have the pupils repeat each line after you.

9. Direct the question to a puppet named Pat. Model: (1). Echo: ◉ (3), ⊙ .

ARE YOU PAT?

ARE YOU PAT?

The puppet answers the question each time with: YES, I AM.

10. Free Dialog. Have a pupil turn his back to the group and then say to him:

ASK WHO I AM.

ARE YOU ______?

Have the pupil guess again until he guesses correctly.

NO, I'M NOT. YES, I AM.

[nat] for "not."
[æm] for "am."

Lesson 1

Continue with other pupils taking turns (the one guessing keeps his back to the group) until each pupil has had an opportunity to play both parts.

1st L: ASK WHO I AM.

2nd L: ARE YOU _______?

Model and have the pupil echo if his intonation is not correct.

Test:

Show the pupils the hats and masks. Put a hat or mask on each pupil and say, "you're a policeman, a fireman, a mailman, a cat, a dog, or a rabbit"----whichever is appropriate each time. Have a pupil turn his back to the group. Signal (by whispering) one of the pupils to ask:

1st L: ASK WHAT I AM.

2nd L: ARE YOU A POLICEMAN? / FIREMAN? / MAILMAN? / CAT? / DOG? / RABBIT?

1st L: YES, I AM. / NO, I'M NOT.

Have the 2nd L (the pupil with his back to the group) guess until he gets an affirmative answer. Continue until everyone has had a turn at both parts.

Likely Errors

a. *Stress on the unintended word, e.g., "Are you a fireman?" for "Are you a fireman?"

b. [a] ⟶ *[ə]or *[æ] in "cot" or "note"---hypercorrection resulting from a failure to distinguish correctly.

c. [ə] ⟶ *[a] in "cut," "fireman," "policeman," and "rabbit."

d. *[æ] ⟶ *[a] ~ *[ə] in "cat," "I am," and "rabbit."

Note: The differences in pronunciation in the last syllable of:

policeman	[pəlíysmən]
fireman	[fáyərmən]
but	
mailman	[méylmæ n]

Lesson 2

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [ə] and [əe], as in "cup" and "cap."

2. The learner will be able to ask yes-no questions like the following:

   Are they green?
   Is he behind the door?
   Is she Jane?

3. The learner will be able to respond to such questions with short answers like the following:

   Yes, they are.
   No, he isn't.
   Yes, she is.

B. Test: See pages 5 and 6.

II. MATERIALS

A. A cup and a cap for each pupil

B. Several of the following sets of objects, one set for each pupil: 3 red balls, 2 yellow airplanes, 3 green marbles, 4 blue bracelets, 4 red rings, 3 orange necklaces, 3 pink erasers, 3 brown cars, 4 black dogs, and 3 white cats

C. Paper sacks, one for each set of objects

D. Two puppets

E. Song: "Stand Up".

Teaching Points

a. The mid central vowel [ə].

b. The low front vowel [əe].

c. Yes-no questions with "is" or "are."

d. Short responses to such questions.

e. "Is" with "he" or "she" as subject.

f. "Are" with "they" as subject.

Use the lyrics "Stand Up" (See step 4 in the Procedure) to the melody of "Clean Up," Birchard Music Series Kindergarten, California State Series, Page 19.

III. PROCEDURE

A. Review

1. Hold up the appropriate object each time.
   Model: (2).

   Model: (2) indicates that you are to model the four pairs of words twice.

   CUP - CAP

   CUP - CAP

   CAP - CUP

   CUP - CAP

2. Recognition: Distribute a cup and a cap to each pupil. When you say "cup," have each pupil raise his cup; when you say "cap," have each pupil raise his cap.
   CUP CAP CAP CUP CAP CUP CUP CAP

3. Repeat step 2, but this time have the pupils repeat the word after you and then raise the appropriate object.
   Echo: ◎ (3), ⊙.

4. Echo: ◎ (3), ⊙.

   I HAVE A CUP. / CAP.

   I HAVE A CUP. / CAP.

5. Sing the song below and have the pupils join you.

   STAND UP, STAND UP, STAND UP, STAND UP!
   OH, NOW IT'S TIME____TO STAND UP,
   OH, NOW IT'S TIME____TO STAND UP,
   OH, NOW IT'S TIME____TO STAND UP, STAND UP, STAND!

   Use these lyrics to the tune of "Clean Up." Merely recite the lyrics if learning to sing it will take long. Dramatize the song as you sing it.

6. Model: (1). Echo: (3).

STAND UP.

STAND UP.

[stænd] [əp]

7. Recite the lyrics of the song in step 5 and have the pupils repeat each line after you or have them join you in reciting the lines if they can.

B. Presentation

1. Imitation. Select one of the sacks and look at the objects inside, say three balls. Use the two puppets to demonstrate the dialog.

I SEE THREE BALLS.
THEY'RE ALL THE SAME COLOR.
ASK ME WHAT COLOR THEY ARE.

ARE THEY GREEN?

YES, THEY ARE.
NO, THEY AREN'T.

In addition to your role as teacher, play the role of a pupil, if the children do not understand your question.

2. Repeat, having each pupil selecting a sack and taking your role. Whisper the question to the pupil taking your role should he forget how to say it.

Permit each pupil to have three guesses, if he needs them. If he doesn't guess correctly by the third time, give him the answer, i.e., "Ask me if they're green."

3. Free Dialog. Volunteers, each with one or more suggestions.

WHERE CAN WE PUT THINGS?

BEHIND THE DOOR.
BY THE WINDOW.
ON THE DESK.
ON THE FLOOR.
ON THE TABLE.
IN FRONT OF THE DOOR.
ETC.

4. Free Dialog. Have the pupils turn their backs while you have Tom stand behind the door. Use the two puppets to demonstrate the dialog.

ASK ME WHERE TOM IS.

IS HE [BY THE WINDOW? / IN FRONT OF THE DOOR? / ETC.]

[YES, HE IS. / NO, HE ISN'T.]

Again, take the role of a pupil if your question is not understood.

Have each pupil guess, until someone guesses correctly.

5. Repeat step 4 with one of the sets of objects.

The question will be: "Ask me where the ______ are."

6. Repeat step 4, permitting each pupil to take your role, placing either a pupil or an object(s) somewhere in the room. Whisper the question to the pupil taking your role should he forget how to say it.

7. Free Dialog. Use the two puppets to demonstrate the activity.

I SEE A GIRL.
SHE'S PRETTY.
SHE HAS A BLUE DRESS.
SHE'S SITTING BY TOM.
ASK ME IF SHE IS [JANE. / MARY. / ANN. / ETC.]

IS SHE | JANE? ETC? |

| YES, SHE IS. NO, SHE ISN'T. |

8. Repeat step 7, permitting pupils to describe someone to be identified by a guess. Whisper the question to the pupil taking your role should he forget how to say it.

If the first pupil who guesses doesn't guess correctly, let others try.

Test:

1. Guessing game: Have a pupil whisper another pupil's name (or the name of a toy or toys visible to all) to you. Another pupil may ask three questions, trying to guess the name whispered to you. Take the role of the 2nd L the first time you do the game.

A GIRL.

1st L: (Whispering to you) JANE.

2nd L: IS SHE SITTING BY JOE?

1st L: NO, SHE ISN'T.

2nd L: IS SHE TALL?

1st L: YES, SHE IS.

2nd L: IS SHE WEARING A YELLOW DRESS?

1st L: YES, SHE IS.

2nd L: IS SHE JANE?

1st L: YES, SHE IS.

Likely Errors

a. [ə] ⟶ *[a] in "cup."

b. [æ] ⟶ *[a] ~ *[ə] in "cap."

c. Are they green? ⟶ *Is they green?

d. She ⟶ *he (where the antecedent is feminine).

e. He ⟶ *she (where the antecedent is masculine).

Continue until everyone has had a turn at both parts.

2. Chain Dialog.

STAND UP, JOE.

Joe stands up and then says to Tom:

STAND UP, TOM.

Tom stands up and then says to Jane:

STAND UP, JANE.

ETC.

When all the pupils are standing, sing the "Stand Up" song and have them join you.

Lesson 3

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [ə] and [a], as in "cut" and "cot."

2. The learner will be able to ask <u>yes-no</u> questions like the following:

   Is it a little ball?
   Is it the yellow cup?
   Are they black?
   Are they in the green box?

3. The learner will be able to respond to such questions with short answers like the following:

   Yes, it is.
   No, it isn't.
   No, they aren't.

4. New vocabulary: haircut.

B. Test: See page 6.

II. MATERIALS

A. A picture of a boy getting a haircut in a barber shop; of someone cutting with scissors; and of a cot

B. A blue box, a yellow box, a green box, and a red box

C. A blue cup, a yellow cup, a green cup, and a white cup.

D. Enough paper sacks so each pupil can have one

Teaching Points

a. The mid central vowel [ə].

b. The low central vowel [a].

c. <u>Yes-no</u> questions with "is" or "are."

d. "It," "they," singular or plural nouns as subject of such questions.

e. Short answers to such questions.

f. "Is" with "it" or singular inanimate nouns as subject.

E. Objects from lesson 2: one object or set of objects for each pupil.

F. Song: "Johnny, Get Your Hair Cut."

"Johnny, Get Your Hair Cut," Music in Our Town, California State Series, Teachers edition p. 62, Pupils edition p. 79.

III. PROCEDURES

A. Pronunciation

1. Hold up the appropriate picture each time.
   Model: (2).

   CUT - COT

   CUT - COT

   COT - CUT

   CUT - COT

Model: (2) indicates that you model the four pairs of words twice.

2. When you say "cut," have each pupil raise his left hand; when you say "cot," have each pupil raise his right hand. Call out the two words randomly, e.g.,
   Recognition: (5).

   CUT COT CUT CUT COT COT CUT COT

3. Repeat step 2, but this time have the pupils repeats the word after you.
   Echo: ◯ (3), ⊙.

4. Show the pupils the picture of the boy getting a haircut. Point to the boy.
   Model: (1).

   THIS IS JOHNNY. JOHNNY'S GETTING A HAIRCUT.

Lesson 3

5. Sing the song below and have the pupils join you:

JOHNNY, GET YOUR HAIR CUT,
HAIR CUT, HAIR CUT,
JOHNNY, GET YOUR HAIR CUT,
HAIR CUT SHORT!

For reference to the music see MATERIALS.

6. Recite the lyrics of the song in step 5 and have the pupils repeat each line after you.

7. Free Dialog. Encourage the pupil's expanded comments.

You might show them how by giving the first response.

WHAT'S JOHNNY DOING?

1st L: JOHNNY'S GETTING [HIS HAIR CUT. / A HAIRCUT.]

I GOT A HAIRCUT FRIDAY.
I GO TO MIKE'S BARBER SHOP.

Hold up the picture of Johnny getting a haircut. Note the difference in the stress patterns of:

hair cut [hér kə̂t] or [hêr kə́t]

haircut [hérkə̀t]

2nd L: I DON'T GET HAIRCUTS.
GIRLS LIKE LONG HAIR.
I HAVE VERY LONG HAIR.
BUT MY DAD GETS HAIRCUTS.
HE GOES TO MIKE'S TOO.

WHAT'S HE DOING?

Point to the barber.

3rd L: [HE'S GIVING JOHNNY A HAIRCUT. / HE'S CUTTING JOHNNY'S HAIR.]

JOHNNY ISN'T HAPPY.
HIS FACE LOOKS FUNNY.

4th L: HIS MOTHER MADE HIM GET A HAIRCUT. MY MOTHER MAKES ME GET ONE.

ETC.

B. Presentation

1. Guessing Game: Model with two pupils. Put objects, some single objects and some sets of objects, in sacks. Have one pupil select a sack and look inside. Let the second pupil feel the objects through the closed sack. Permit two guesses.

1st L: [THERE'S SOMETHING / THERE ARE SOME THINGS] IN THE SACK.

You may have to model this sentence for the pupil.

2nd L: [IS IT A LITTLE BALL? / ARE THEY LITTLE BALLS?]

1st L: [YES, IT IS. / NO, IT ISN'T. / YES, THEY ARE. / NO, THEY AREN'T.]

When a pupil guesses correctly continue with:

1st L: [IT'S / THEY'RE] EITHER BLACK OR YELLOW.

2nd L: [IS IT / ARE THEY] BLACK?

Permit two guesses for this part of the game.

1st L: [YES, IT IS. / NO, IT ISN'T. / YES, THEY ARE. / NO, THEY AREN'T.]

Lesson 3

2. Let each pupil, one at a time, have an opportunity to select a sack and initiate the guessing game in step 1.

3. Guessing Game: Show the pupils the four colored boxes and four objects or sets of objects. Have the pupils turn their backs while you put an object or set of objects in each box. Give each pupil two guesses. Let pupils take the teacher's role until each pupil has had an opportunity to initiate the guessing game. When necessary, show the pupils four different objects or sets of objects and have the pupils turn their backs while you put the new objects in the boxes. Also scramble the objects frequently.

THE MARBLE IS THE MARBLES ARE	SOMEWHERE.

IS IT ARE THEY	THE IN THE	GREEN BOX? RED BOX?

Look in the box after the pupil guesses.

YES, IT IS. NO, IT ISN'T. YES, THEY ARE. NO, THEY AREN'T.

Lesson 3

Test:

Show the pupils the four colored boxes and the four colored cups. Have the pupils turn their backs while you put a colored cup in each box. Demonstrate the activity beforehand by taking the role of the pupil as well. Give each pupil two guesses.

THERE'S A CUP IN THE YELLOW BOX.

1st L: IS IT THE BLUE CUP?

Look in the yellow box.

YES, IT IS. NO, IT ISN'T.

THE BLUE CUP IS SOMEWHERE.

2nd L: IS IT IN THE RED BOX?

Look in the red box.

YES, IT IS. NO, IT ISN'T.

Let pupils take the teacher's role, using either stimulus above, until each pupil has had an opportunity to play both roles. Have the pupils turn their backs while you scramble colored cups whenever necessary.

Likely Errors

a. [ə] → *[a] ~ *[æ] in "cut."

b. Is it the blue cup. → *Is the blue cup it? (There's a sense in which "Is the blue cup it?" is acceptable, but that is not the sense intended here.)

c. Yes, they are. → *Yes, it is. (Where the question was something like "Are the cups in the box?"

Lesson 4

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [ə] , [æ] , and [a] , as in "cut," "cat," and "cot."

2. The learner will be able to ask yes-no questions like the following:

   Is there some rice in the box?
   Are there some cookies in the box?

3. The learner will be able to answer questions with short answers like the following:

   Yes, there is.
   No, there aren't.

B. Test: See page 5.

Teaching Points

a. The mid central vowel [ə] .

b. The low front vowel [æ] .

c. The low central vowel [a] .

d. Yes-no questions with "there" as the dummy subject.

e. Singular (count or mass) nouns or plural nouns as the "real" subject.

f. "Is" with singular nouns as subject.

g. "Are" with plural nouns as subject.

II. MATERIALS

A. Illustrations of "cut," "cat," and "cot."

B. At least six pictures of people in a particular location. Use those that would be meaningful to your group, e.g.,

   Children playing at school
   Children playing at home
   A family in its living room
   People in a supermarket
   Firemen at a fire-station
   People in a library

C. Four shoe boxes, all the same color

D. The sets of objects from Lesson 2

Mount the pictures on same-size and same-color cards so they look alike from the back.

Substitute things the pupils are familiar with, if you like.

E. Some food items to be used in the test

III. PROCEDURES

A. Pronunciation

1. Put the illustrations of "cut," "cat," and "cot" widely separated on the chalk tray. Have the pupils point to the appropriate illustration when a word is said. Say each word twice in random order.
Recognition: (6).

2. Repeat step 1, but this time have the children repeat the word after you.
Echo: ○ (3), ⊙ .

B. Presentation

1. Free Dialog. Put some of the objects, both single objects and sets of objects, in one of the boxes. Let each pupil look in the box and ask him a question like:

IS THERE A BALL
ARE THERE FOUR RINGS

IN THE BOX?

YES, THERE IS.
NO, THERE ISN'T.
YES, THERE ARE.
NO, THERE AREN'T.

Vary your questions to get some negative and some positive responses.

Continue until everyone has had a turn.

2. Free Dialog. (Guessing Game). Put the four identical boxes on the table. Have the pupils watch while you put an object or set of objects in each one, e.g., two little balls, one ring, two bracelets, one toy airplane. Put the tops on.

Do only four boxes at a time, so that the pupils won't have trouble remembering what was put in the boxes. Change objects when necessary.

Have the pupils close their eyes or turn their backs while you scramble the boxes. Model the first response so the children will know you want a question from them.

WHAT'S IN THIS BOX?

1st L:

IS THERE A RING
ARE THERE SOME BALLS
ARE THERE SOME BRACELETS
IS THERE AN AIRPLANE

IN THE BOX?

LET'S SEE.

Open the box and tilt it so the group can see as you ask (repeating the 1st L's guess) another pupil.

IS THERE A RING
ARE THERE SOME BALLS
ARE THERE SOME BRACELETS
IS THERE AN AIRPLANE

IN THE BOX?

2nd L:

YES, THERE IS.
NO, THERE ISN'T.
YES, THERE ARE.
NO, THERE AREN'T.

Continue until everyone has had a turn to guess.

3. Free Dialog. (Guessing Game). Use all the pictures, one at a time, with different pupils. Show the picture of people in a particular location to the pupils. Have the pupils close their eyes or turn their backs while you scramble the pictures and turn them around. Let a pupil choose a picture and then have another pupil ask yes-no questions about what's in the picture until he thinks he can guess which picture it is. Model the activity first.

Be sure the pupils know the names of the places in the picture.

Lesson 4

(Guessing)

1st L: IS THERE A GIRL IN THE PICTURE.

2nd L: (Looking at the picture hidden from the others.) NO, THERE ISN'T.

1st L: ARE THERE SOME MEN IN THE PICTURE?

2nd L: YES, THERE ARE.

1st L: ARE THERE SOME FIRE TRUCKS?

2nd L: YES, THERE ARE.

1st L: IS IT THE FIRE STATION?

2nd L: YES, IT'S THE FIRE STATION.

The pupil turns the picture for all to see.

Continue until everyone who volunteers has had a turn.

Test:

Show each box of food to each pupil and ask:

WHAT'S IN THIS BOX?

1st L: THERE'S CANDY IN THAT BOX.

Continue until the contents of each box has been identified. Then blindfold each pupil, one at a time. Give the blindfolded pupil one of the boxes of food. Let him hold the box and shake it. Permit him three guesses. Have the whole group answer his guesses. For example:

GUESS.

1st L: IS THERE SOME CANDY IN THE BOX?

○: NO, THERE ISN'T.

1st L: ARE THERE SOME COOKIES IN THE BOX?

○: NO, THERE AREN'T.

1st L: ARE THERE SOME CRACKERS IN THE BOX?

○: YES, THERE ARE.

Likely Errors

a. [ə] → * [a] in "cut."

b. [æ] → * [ə] ~ * [a] in "cat."

c. [a] → * [ə] in "cot."

d. Are there some cookies in the box? → *Is there some cookies in the box?

e. Is there some rice in the box? → *Are there some rice in the box?

f. No, there aren't. → *No, there isn't. (Where the question was something like "Are there crackers in the box?"

Lesson 5

I. OBJECTIVES

A. Content

1. The learner will practice yes-no questions like those in lessons 2, 3, and 4. For example:

   Are you a fireman?
   Is she Jane?
   Is it black?
   Are there some chickens in the box?

2. The learner will practice responses to questions such as those in lessons 2, 3, and 4. For example:

   Yes, I am.
   No, she isn't.
   Yes, it is.
   No, there aren't.

B. No test

II. MATERIALS

A. Pictures of a cat, a dog, a cow, a horse, a duck, a pig, chickens, rabbits, and a goat. See step 1 in the Presentation to decide how many pictures you will need for your group.

B. A picture of the interior of a supermarket. Be sure that articles in the supermarket are visible and distinguishable.

C. One of each of the following pictures: a policeman, a teacher, a bus driver, a mailman, a nurse, a farmer, a fireman, a milkman, and a housewife (mother)

D. Scenes of children and adults working and/or playing in a particular place, such as, a schoolroom scene, a supermarket scene, a farm scene, a park scene.

Teaching Points

a. Yes-no questions with forms of "be."

b. Yes-no questions with the subject after a form of "be."

c. Yes-no questions with "there" after a form of "be."

d. Short responses to such questions.

e. Description of persons and scenes. See steps 3 and 4 of Presentation.

III. PROCEDURE

Presentation

1. Free Dialog. (Guessing Game). Show the pupils the pictures of animals. Be sure the pupils know the names of the animals. Scramble the pictures and put them, pictureside turned down, on the table. Take one and hold it so that you can see it, but the pupils can't. Let each pupil ask one yes-no question and then make one guess, until someone guesses correctly. Then take another picture and continue until everyone has had at least one turn.

I SEE AN ANIMAL. GUESS WHAT IT IS.

1st L: IS IT LITTLE?

You may have to model this activity once to demonstrate it.

NO, IT ISN'T. IT'S BIG.

IS IT A CAT?

NO, IT ISN'T.

2nd L: IS IT BLACK AND WHITE?

YES, IT IS.

IS IT A COW?

YES, | IT'S A COW. / IT IS. |

Show the picture of the cow.

2. Free Dialog. (Information Game). Hold the picture of the interior of a supermarket, but don't let the pupils see it. Divide the group into two teams.

Give each pupil a reward, say a colored paper bookmark, when he asks a question that gets an affirmative answer.

I HAVE A PICTURE OF A

SUPERMARKET. GROCERY STORE.

WHAT IS THERE IN THE

MARKET? STORE?

1st L: IS THERE A GIRL?

NO, THERE ISN'T.

2nd L: ARE THERE SOME ORANGES?

YES, THERE ARE.

ETC.

If you have a small group, and time permits, let each pupil have another turn asking a question. When all the pupils are finished, turn the picture around for all to see. Encourage the children to discuss the things in the picture that they have not guessed. Sample remarks:

LOOK AT THE BANANAS. MY MOTHER GOT A SACK OF BANANAS YESTERDAY.

THAT MAN IS GETTING SOME MEAT. HE HAS SOME CANS IN HIS BASKET, TOO. WHERE'S HIS WIFE?

3. Chain Dialog. (Riddles.) Show the pupils the pictures of the occupational types. Be sure they can identify them by name. Select a picture, say the picture of the policeman, keeping it hidden from them. Let each pupil have one guess, until one guesses correctly. Continue until all the pictures have been used. Encourage the pupils to take the teacher's role, select a picture, and make up a riddle to go with it.

HE'S BIG.
HE HELPS US.
HE HAS A GOLD STAR.
WHAT IS HE?

1st L: IS HE A POLICEMAN?

YES, HE IS.

1st L: HE GOES TO HOUSES.
HE WALKS.
HE HAS A SACK OF LETTERS.
WHAT IS HE?

Show the picture of the policeman. Have the pupil select a picture and make up a riddle, if he wants to.

2nd L: IS HE A MAILMAN?

ETC.

4. Free Dialog. (Guessing Game.) Take one of the pictures of a scene, say the school room, but keep it hidden from the pupils. Look at it as you say, for example:

THERE ARE BOYS AND GIRLS.
THEY'RE READING AND WRITING.
THERE'S A TEACHER.
SHE'S STANDING BY THE BOARD.
WHERE ARE THEY?

ARE THEY AT SCHOOL?

You may have to give an example by making the first guess.

YES, THEY ARE.

Describe the other scenes in the same manner.

Level II

Lesson 6

I. OBJECTIVES

A. Content

1. The learner will be able to produce the final-fall intonation of <u>where</u> questions, as in:

   Where is it?

2. The learner will be able to produce the final-rise intonation pattern of <u>yes-no</u> questions, as in:

   Is it in the box?

3. The learner will be able to pronounce [i], [iy], [e], and [ey], as in "fish," "beet," "net," and "skate."

4. New vocabulary: fish, dish, beet, seat, jet, net, skate, gate

B. Test: See page 3.

II. MATERIALS

A. A box, a paper bag, and a 2-lb. coffee can

B. Cutouts of a fish, a dish, a beet, a seat, a jet, a net, a skate, and a gate

C. Pictures of a fish on a dish, and a skate by a gate

III. PROCEDURES

Presentation

1. Free Dialog. Hold up the cutout of the fish and ask:

Teaching Points

a. The rhythm (phrasing, stress, and intonation) of <u>where</u> questions.

b. The rhythm of <u>yes-no</u> questions.

c. The high front diphthong [iy].

d. The mid front diphthong [ey].

e. The low high front vowel [i].

f. The low mid front vowel [e]

Lesson 6

WHAT'S THIS?

IT'S A FISH.

Model the response if necessary.

Hold up the dish:
WHAT'S THIS?

IT'S A DISH.

Continue with the pairs "beet" and "seat," "jet" and "net," and "skate" and "gate," in this order.

2. Place the fish on the dish.
Model: (2). Echo: ◯ (2).

THE FISH IS ON THE DISH.

THE FISH IS ON THE DISH.

3. Free Dialog.

I'M GOING TO PUT THE SKATE SOMEWHERE.
Place the skate cutout by the gate cutout.

WHERE IS IT?
IS IT ON THE DISH?

NO, IT ISN'T.
IT'S BY THE GATE.

NOW, JOE YOU PUT THE SKATE SOMEWHERE. (Have the others cover their eyes as he does so.)

Joe: WHERE IS IT?

Mary: IS IT BY THE MEAT?

Joe: NO, IT ISN'T.

Tony: IS IT BY THE GATE?

Joe: YES, IT IS.

NOW, TOM, YOU PUT THE JET SOMEWHERE. (Again, the others close their eyes.)

(Tom places the jet by the gate.)

Tom: WHERE IS IT?

Mary: IS IT BY THE NET?

ETC.

Test:

On the table, place a box, a paper bag, and a 2-pound coffee can. Invite one child to come up and put one of the cutouts in the box, bag, or can as the others cover their eyes. Prompt Joe to say:

Joe: I HID THE FISH. WHERE IS IT?

Jane: IS IT IN THE BOX?

Joe: NO.

Tom: IS IT IN THE CAN?

Joe: YES, IT IS.

(He pulls it out.)

Tom, who has made the correct guess, now gets to hide one of the objects.

Tom: I HID THE JET. WHERE IS IT?

ETC.

Likely Errors

a. Stress on the unintended word, e.g., "Is it in the box?" rendered as "Is it in the box?"

b. [iy] ⟶ * [i] * [^i] in "meat" and "feet." (The symbol ^ indicates that the tongue is raised higher than the normal [i] of "mitt").

c. [ey] ⟶ * [^ey] in "gate" and "skate."

d. [i] ⟶ * [^i] in "fish" and "dish."

e. [e] ⟶ * [^e] in "net" and "jet."

Lesson 7

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [i] and [iy], as in "bit" and "beat."

2. The learner will be able to ask where questions like the following:

   Where's John?
   Where are Joe and Jane?
   Where are they?

3. The learner will be able to respond to such questions with answers like the following:

   He's by the door.
   They're behind the door.

4. New vocabulary: mitt, meat, yard

B. Test: See page 5.

II. MATERIALS

A. Pictures of a boy wearing a catcher's mitt, and of a man with some meat (a butcher)

B. Pictures of the following:

1. A girl in the house
2. A boy in the yard
3. A mother by the kitchen sink
4. A father under the car
5. A girl and boy at school

Teaching Points

a. The low high front vowel [i].

b. The high front dipthong [iy].

c. Where questions with "is" or "are."

d. Single and compound proper names or their pronouns as subject of such questions.

e. Answers to such questions containing the prepositions "by," "under," "in," "on," and "at."

f. "Are" with compound proper names (or "they") as subject.

g. "Is" with single proper names (or "he" or "she") as subject.

III. PROCEDURE

A. Pronunciation

1. Hold up the picture of the boy wearing a mitt. Pointing first to the boy and then the mitt, say: Model: (1). Echo: ◯ (1).

   THIS IS HECTOR.
   HE HAS A MITT.

   HE HAS A MITT.

   Hold up the picture of the man with the meat.

   THIS IS MR. ADAMS.
   HE'S A BUTCHER.
   HE HAS SOME MEAT.

   HE HAS SOME MEAT.

2. Model. Hold up the appropriate picture and point to the mitt or the meat as you say the two words randomly. For example:

   MITT MEAT
   MITT MEAT
   MEAT MITT
   MITT MEAT

3. Repeat step 2, this time having the children repeat the words after you.

   MITT

   MITT

   MEAT

   MEAT

4. Recognition. Have the entire class point to the appropriate picture as you say:

HE HAS THE MITT.
HE HAS THE MEAT.
HE HAS THE MEAT.
HE HAS THE MITT.

5. Free Dialog. Point to one of the pictures. Call on every pupil in the class.

WHAT DOES HE HAVE?
HE HAS THE MITT.
WHAT DOES HE HAVE?
HE HAS THE MEAT.
ETC.

B. Presentation

1. Free Dialog. Present picture 1 and say:

THIS IS MARY.
SHE'S IN THE HOUSE.
WHERE'S MARY?
SHE'S IN THE HOUSE.

Use an echo question intonation, i.e., high and rising, for all these questions which query information just given.

Present picture 2.

THIS IS TOM.
HE'S IN THE YARD.
WHERE'S TOM?
HE'S IN THE YARD.

Present picture 3.

THIS IS MOTHER.
SHE'S BY THE SINK.
WHERE'S MOTHER?
SHE'S BY THE SINK.

Present picture 4.

THIS IS FATHER.
HE'S UNDER THE CAR.
WHERE'S FATHER?
HE'S UNDER THE CAR.

Present picture 5.

HERE ARE TOM AND MARY.
THEY'RE AT SCHOOL.
WHERE ARE TOM AND MARY?

THEY'RE AT SCHOOL.

2. Imitation. Point to picture 1 and describe it, for example:

THIS IS MARY. SHE'S IN THE HOUSE. SHE HAS A PINK DRESS ON.

Now hold up picture 2.

CAN YOU TELL ME SOMETHING ABOUT THIS PICTURE, TOM?

THAT'S JOE. HE'S IN THE YARD. HE HAS A RED SHIRT. HE'S PLAYING.

Have different pupils describe the other pictures.

3. Free Dialog. Have a child ask <u>where</u> questions about all five pictures:

Mary: WHERE'S MOTHER?

Joe: SHE'S BY THE SINK.

Mary: WHERE'S FATHER?

Tom: HE'S UNDER THE CAR.

ETC.

If there is time, allow every child to have a turn asking about the pictures.

Test:

Whisper one of the following directions to a child:

STAND BY THE DOOR.
GO UNDER THE TABLE.
STAND IN THE CLOSET.
STAND OUTSIDE.

After he follows the direction, for example, to go under the table, ask:

MARY, WHERE'S JOHN?

HE'S UNDER THE TABLE.

Whisper directions to two other children.

TOM, WHERE ARE [JOE AND JANE? / THEY?]

THEY'RE BY THE DOOR.

Continue with different children giving the instructions privately and then asking the questions of the entire class.

Likely Errors

a. [i] ⟶ *[ʌ i] in "mitt."

b. [iy] ⟶ *[ʌ i] in "meat."

c. Where are Joe and Jane? ⟶ *Where's Joe and Jane?

d. Improper semantic use of the prepositions, e.g., "He's under the car." ⟶ *"He's by the car." (to describe picture #4).

Lesson 8

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [e] and [ey], as in "wet" and "wait."

2. The learner will be able to ask <u>where</u> questions like the following:

Where's the cat?
Where are the cat and mouse?
Where are they?

3. The learner will be able to respond to such questions with answers like the following:

It's in the closet.
They're on the table.

B. Test: See page 5.

II. MATERIALS

A. Two puppets

B. A picture to accompany "Mary's Lamb." (See Presentation)

C. Cutouts of a lamb, a dog, a cat, a cow, and a horse.

III. PROCEDURE

A. Pronunciation

1. Present the following dialog with the puppets.

<u>Teaching Points</u>

a. The mid front diphthong [ey].

b. The low mid front vowel [e].

c. <u>Where</u> questions with "is" or "are."

d. "It," "they," singular and compound noun phrases as subject of such questions (using nonhuman nouns).

e. Responses to such questions containing the prepositions "in," "on," "under," etc.

Lesson 8

1st P: WHERE ARE YOU GOING?

2nd P: TO THE STORE.

1st P: BUT IT'S RAINING. YOU'LL GET WET!

2nd P: NO, I CAN'T WAIT. ANYWAY, I HAVE A RAINCOAT.

1st P: WAIT FOR ME. I'LL COME, TOO.

This can properly be pronounced "where're. . .," though some teachers object to the contracted spelling.

2. Repeat the dialog a second time.

3. Repeat it again, this time allowing the class to fill in the words "wet" and "raincoat" when you come to them by pausing before them.

4. Model: (3). Echo: ◯ (3).

YOU'LL GET <u>WET</u>! — YOU'LL GET <u>WET</u>!

I HAVE A <u>RAIN</u>COAT. — I HAVE A <u>RAIN</u>COAT.

<u>WAIT</u> FOR ME. — <u>WAIT</u> FOR ME.

Stress the underlined portions of the sentences.

[weyt] for "wait."

5. Repeat the dialog in step 1, allowing the children to say it simultaneously with you if they want to.

B. Presentation

1. Present the first two verses of "Mary's Lamb" (see below), pointing out the lamb, fleece, Mary, school, etc. on the accompanying illustration as you do so.

Nursery-rhyme books will have a suitable picture to accompany this verse.

MARY HAD A LITTLE LAMB,
IT'S FLEECE WAS WHITE AS SNOW:
AND EVERYWHERE THAT MARY WENT
THE LAMB WAS SURE TO GO.

HE FOLLOWED HER TO SCHOOL ONE DAY,
WHICH WAS AGAINST THE RULE:
IT MADE THE CHILDREN LAUGH AND PLAY
TO SEE A LAMB AT SCHOOL.

Sarah Josepha Hale

2. Repeat it a second time, letting the children join in on the lines they know.

3. Free Dialog:

Point to the lamb.
WHERE'S THE LAMB?

1st L: IT'S AT SCHOOL.

Point to the children.
WHERE ARE THE CHILDREN?

2nd L: THEY'RE AT SCHOOL.

Point to Mary.
WHERE'S MARY?

3rd L: SHE'S AT SCHOOL.

4. Free Dialog. Present the lamb cutout. Place it on the table.

WHERE'S THE LAMB?

IT'S ON THE TABLE.

5. Free dialog. Present the remaining cutouts, i.e. the dog, the cat, the cow, and the horse.

   HERE'S A DOG. HE'S BLACK.
   I'M GOING TO PUT HIM ON THE CHAIR.
   WHERE'S THE DOG?

   HE'S ON THE CHAIR.

   HERE ARE A HORSE AND COW? THE HORSE IS BLACK AND THE COW IS BROWN. I'M GOING TO PUT THEM ON THE FLOOR. WHERE ARE THE HORSE AND COW?

   THEY'RE ON THE FLOOR.

   ETC.

6. Chain Dialog. Let different children take turns placing the cutouts, and saying, for example:

   1st L: HERE'S A CAT. IT'S BROWN AND WHITE. I'M GOING TO PUT IT UNDER THE TABLE.
   WHERE'S THE CAT?

   2nd L: IT'S UNDER THE TABLE. HERE'S A DOG. HE'S BROWN. I'M GOING TO PUT HIM BEHIND THE CHAIR.
   WHERE'S THE DOG?

   3rd L: HE'S BEHIND THE CHAIR.

   ETC.

Lesson 8

Test:

Play a guessing game in this manner. Place all the animal cutouts in front of you and tell the children to look carefully because you are going to take one or two away. Then they must guess which ones are missing and ask where they are. Have the children close their eyes. Remove the horse. Invite Joe to come up and ask about the missing animal. Model the question if necessary.

Joe: WHERE'S THE HORSE?

IT'S IN THE CLOSET.
IT'S RIGHT HERE. (if it has not been removed)

Now let Joe hide one of the cutouts. Tony will ask.

Tony: WHERE'S THE CAT?

Joe: IT'S UNDER MY CHAIR.

Return the removed cutouts. Tell the pupils to close their eyes and whisper to Tony to hide <u>two</u> of the cutouts.

Mary: WHERE ARE THE COW AND HORSE?

Tony: THEY'RE UNDER THE TABLE.

ETC.

Likely Errors

a. [ey] ⟶ *[^ey] in "table," "they," "raincoat."

b. [e] ⟶ *[^e] in "wet."

c. Where's the horse? ⟶ *Where the horse?

d. Where's the horse? ⟶ *Where the horse is?

e. Where are they? ⟶ *Where's they?

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [iy] and [ey] as in "sheep" and "day."

2. The learner will be able to use where questions like the following:

   Where are you?
   Where am I?
   Where are we?

3. The learner will be able to respond to such questions with answers like the following:

   I'm in the closet.
   You're behind the chair.
   We're behind the door.

4. New vocabulary: near, far, from

B. Test: See pages 4 and 5.

II. MATERIALS

A. Classroom furniture

B. Picture of several sheep

C. Song: "Morning on the Farm"

III. PROCEDURE

A. Pronunciation

1. Recite, then sing (or play a recording of) the following song:

Teaching Points

a. The high front diphthong [iy] .

b. The mid front diphthong [ey] .

c. Where questions with "am" and "are."

d. "I," "you," and "we" as subject of such questions.

e. Responses to such questions.

f. "Am" with "I."

g. "Are" with "you" or "we."

"Morning on The Farm," from Music Through The Day, California State Series, p. 51.

WHEN SHEEP GET UP IN THE MORNING,
THEY ALWAYS SAY, "GOOD DAY,"
WHEN SHEEP GET UP IN THE MORNING,
THEY ALWAYS SAY, "GOOD DAY."

2. Recite it again, encouraging the children to join in when they can.

3. Model: (3). Echo: ◯ (3).

THE SHEEP SAY "GOOD DAY."

THE SHEEP SAY "GOOD DAY."

4. Free Dialog. Call on half the children in class individually.

WHAT DO THE SHEEP SAY?

"GOOD DAY."

5. Free Dialog. Call on the other half of the class individually. Point to all the sheep and say:

WHO SAYS "GOOD DAY?"

THE SHEEP.

B. Presentation

1. Stand behind your chair. Have all the children stand behind their chairs.
Model: (2). Echo: ◯ (3).

I'M BEHIND MY CHAIR.

I'M BEHIND MY CHAIR.

2. Stand with the children near the chalkboard.
Model: (2). Echo: ◯ (3).

I'M FAR FROM MY CHAIR.
    I'M FAR FROM MY CHAIR.

I'M NEAR THE BOARD.
    I'M NEAR THE BOARD.

3. You and the children go back to your chairs, some in front of their chairs, some behind, etc.
Model: (2). Echo: ◯ (3).

I'M NEAR MY CHAIR. BUT, I'M FAR FROM THE BOARD.
    I'M NEAR MY CHAIR. BUT, I'M FAR FROM THE BOARD.

4. Free Dialog. Move to several positions in the classroom. In each position, ask:

WHERE AM I?
    YOU'RE [BEHIND / NEAR] [THE / YOUR] CHAIR.

WHERE AM I?
    YOU'RE [IN THE CLOSET. / AWAY FROM THE BOARD.]

WHERE AM I?
    YOU'RE UNDER THE TABLE.

ETC.

5. Let several children take turns replacing you in repeating step 4.

6. Choose a child and take him to one of the places mentioned in the previous steps. Then ask:

GEORGE, WHERE ARE WE?
    George: WE'RE IN THE HALL.

Choose another child.
JOE, WHERE ARE WE?
    Joe: WE'RE BEHIND THE CHAIR.

7. Let two children repeat step 6. After they have placed themselves, one will ask the other:

   1st L: WHERE ARE WE?

   2nd L: WE'RE UNDER THE TABLE.

Test:

1. Play the following game. One child turns his back while a second child, one you will quietly point to, places himself in any of the previously mentioned spots (i.e., in the closet, behind the chair, under the table, outside the door). Let the first to hide set up the pattern. "I'm a girl. I have a green dress on. Where am I?"

   Hider: I'M A BOY. I HAVE A RED SHIRT ON. WHERE AM I?

   Guesser: (Guesses by judging where the voice is coming from):

   YOU'RE NEAR THE CLOSET.

   After a correct guess, the guesser has a turn to hide.

2. Repeat step 1 with two other children. One of the hiding children will be blindfolded. His partner will ask him:

   1st L: WHERE ARE WE?

   2nd L: WE'RE IN FRONT OF THE CHAIR.

Likely Errors

a. [iy] ⟶ * [i] in "sheep" and "we."

b. Where am I? ⟶ *Where's I?

c. Where are we? ⟶ *Where we are?

d. Where are you? ⟶ *Where you are?

1st L: NO, WE'RE NOT.

2nd L: WE'RE BEHIND THE TABLE.

1st L: YES, WE ARE!

3. Chain Dialog. Have all the children place themselves around the room. Begin with:

   I'M NEAR THE CHAIR.
   WHERE ARE YOU, JOE?

Joe: I'M UNDER THE TABLE.
JANE, WHERE ARE YOU?

Jane: I'M BEHIND THE DOOR.
ETC.

Lesson 10

I. OBJECTIVES

A. Content

1. The learner will become more familiar with <u>where</u> questions like those in lessons 7, 8, and 9.

2. The learner will become more familiar with the responses to the questions presented in lessons 7, 8, and 9.

3. New vocabulary: umbrella

B. No Test.

II. MATERIALS

A. Dolls: a mother, father, boy, and girl

B. A doll house

C. A toy dog, toy cat, toy umbrella, toy shoes, and a raincoat (may be a cutout)

D. Pictures of a bird in a tree, and a hen on an egg

III. PROCEDURE

1. Response. Present the doll house to the class. Place the dolls next to it.

HERE'S A DOLL HOUSE.
I'M GOING TO PUT MOTHER
IN THE KITCHEN.
(Do so.)
WHERE'S MOTHER?

SHE'S IN THE KITCHEN.

Teaching Points

a. <u>Where</u> questions with forms of "be."

b. Answers to such questions containing various locative prepositions.

c. Description of objects. (See step 7 of Presentation.)

Echo-question intonation (of lesson 7).

Place the boy and girl next to a window in the house.

JOE AND JANE ARE BY THE WINDOW. THEY'RE WAITING FOR FATHER TO COME HOME FROM WORK. WHERE ARE JOE AND JANE?

THEY'RE BY THE WINDOW.

WHERE'S JOE?

HE'S BY THE WINDOW.

WHERE'S JANE?

SHE'S BY THE WINDOW.

2. Free Dialog. Hold up "father" and place him outside the door.

HERE COMES FATHER. HE'S COMING HOME FROM WORK. (Move the father doll.) NOW HE'S BY THE DOOR. HE'S TIRED. WHERE'S FATHER?

HE'S BY THE DOOR.

Hold up the cat and the dog.

A CAT AND A DOG LIVE HERE, TOO. THEY LIKE TO PLAY IN FRONT OF THE HOUSE. I'LL PUT THEM THERE. WHERE ARE THE CAT AND THE DOG?

THEY'RE IN FRONT OF THE HOUSE.

3. Have the children gather around close to the father doll. Model: (2). Echo: ◯ (2).

THESE ARE FATHER'S SHOES.	THESE ARE FATHER'S SHOES.	
THIS IS FATHER'S RAINCOAT.	THIS IS FATHER'S RAINCOAT.	
THIS IS FATHER'S UMBRELLA.	THIS IS FATHER'S UMBRELLA.	

4. Free Dialog.

JANE, PUT THE SHOES SOMEWHERE IN THE HOUSE.	Jane puts them on the table	Or wherever she wants to.
ASK JOE WHERE THEY ARE.	Jane: WHERE ARE THE SHOES?	
	Joe: THEY'RE ON THE TABLE.	
NOW JOE, PUT THE RAINCOAT SOMEWHERE.	Joe puts the raincoat on the bed.	Or somewhere else.
ASK GEORGE WHERE IT IS.	Joe: GEORGE, WHERE'S THE RAINCOAT?	
	George: IT'S ON THE BED.	

5. Repeat step 4 with the umbrella.

6. Chain Composition.

LET'S PLAY "I SEE." I'LL START.

"Chain Composition" is a variation of the chain dialog. Instead of giving simple responses before asking the question, the pupil expands his response with remarks about the situation, for example, describing what he sees, as in this activity.

I SEE MOTHER. SHE'S COOKING. SHE HAS A RED DRESS ON. WHERE IS SHE?

1st L: SHE'S IN THE KITCHEN. I SEE FATHER. HE'S COMING HOME FROM WORK. HE'S TIRED. WHERE IS HE?

Whisper a couple of sentences to the first learner in order to suggest the pattern of the game.

2nd L: HE'S BY THE DOOR. I SEE FATHER'S RAINCOAT. IT'S BROWN. WHERE IS IT?

3rd L: IT'S ON THE BED. I SEE...

ETC.

7. If there is time, recite the following poems to the class, presenting each with the appropriate picture. (See Materials.) Recite each one several times, letting the children say them with you and individually when they can.

(a) WHERE ARE YOU, LITTLE BIRD?
I'M UP HERE IN THE TREE.
ARE YOU HAPPY, LITTLE BIRD?
I'M HAPPY AS CAN BE.

Present the picture of the bird in the trees. [triy] for "tree." Note that the [r] has a special fricative quality when it follows [t] in the same syllable. [biy] for "be."

(b) WHERE AM I, SAID THE LITTLE CHICK
IT'S AWFULLY DARK IN HERE.
JUST WAIT, THE MOTHER CHICKEN SAID,
YOU'LL SOON BE HATCHED MY DEAR.

Present the picture of the mother chicken on the egg. [tʃik] for "chick." [weyt] for "wait." [sed] for "said."

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [uw], [u], [ow], and [ɔ], as in "Luke," "look," "bowl," and "ball."

2. The learner will become familiar with the final-fall intonation pattern of information questions, as in:

   Who are you?

   and with the final-rise of yes-no questions, as in:

   Are you Joe?

B. Test: See page 4.

II MATERIALS

A bowl, a ball, puppets, a fireman's hat, a policeman's cap, a nurse's cap, and a book

III. PROCEDURES

1. Hold up the appropriate object. For the first model, go down the first column first, then the second column. For the second model, say "bowl" and "ball" alternately as in:
   Model: (3).

   BOWL - BALL
   BOWL - BALL
   BOWL - BALL
   BOWL - BALL

Lesson 11

Teaching Points

a. The rhythm (phrasing, stress and intonation) of who questions.

b. The rhythm of yes-no questions with noun phrase as complement.

c. The high back diphthong [uw].

d. The mid back dipthong [ow].

e. The low high back vowel [u].

f. The low mid back vowel [ɔ].

2. Put the bowl and ball at oposite ends of the table. When you say the different words have the pupils point to the appropriate object. Recognition: (5).

   BOWL BALL BOWL BOWL BALL

3. Repeat step 2, but this time have the pupils repeat the word after you
   Echo: ○ (3), ⊙ .

4. Hold up a puppet and say, "This is Luke."
   Model: (3).

   HEY, LOOK. I'M LUKE.

5. Repeat step 4. In the individual activity, let different pupils take turns holding the puppet.
   Echo: ○ (3), ⊙ .

   HEY, LOOK.
                HEY, LOOK.
   I'M LUKE.
                I'M LUKE.
   HEY, LOOK. I'M LUKE.
                HEY, LOOK. I'M LUKE.

6. Chain Dialog. Hold up the puppet and have him pick up a ball and put it in the bowl. Say:

   JOE, LOOK AT LUKE.
   WHERE DID HE PUT THE BALL?
                Joe: HE PUT THE BALL IN THE BOWL.

   "Put" [put], same [u] as in "look" [luk].

   Then hand Joe the puppet and have him continue the dialog with his neighbor. Suggest the following variations; put the ball by the bowl,

on the bowl, in the bowl, or put the bowl by the ball or over the ball. Continue on around the group. Have each pupil introduce his question by holding the puppet and saying.

| JOE, JANE, | LOOK AT LUKE. |

7. Have Jane and Tom come up and put the policeman's hat on Tom and the nurse's cap on Jane. Model: (3). Echo: ◯ (3), ⊙ .

LOOK AT TOM. HE'S A POLICEMAN.

LOOK AT TOM. HE'S A POLICEMAN.

LOOK AT JANE. SHE'S A NURSE.

LOOK AT JANE. SHE'S A NURSE.

8. Chain Dialog. Have Mary select a pupil after you close your eyes. Then close your eyes while the pupil takes the cap or hat and puts it on. While your eyes are still closed ask:

WHO ARE YOU?
ARE YOU A FIREMAN?

Joe: I'M JOE.

Joe: YES, I AM. / NO, I'M NOT.

If Joe answers: "No, I'm not," ask: WHAT ARE YOU?
He can then answer:

I'M A POLICEMAN.

Have Joe close his eyes and carry on the dialog with the next pupil. Continue on around the group. The boys can be a fireman or a policeman and the girls can be a nurse or a teacher (holding the book designates teacher).

Test:

Have two pupils stand behind the pocket chart where they can't be seen. Have each of them put on one of the head gears or hold the book. Have them pretend to be that person. Talk to them one at a time in dialog like the following:

ARE YOU JOE?

NO, I'M TOM.

WHO ARE YOU?

I'M JANE.

ARE YOU A FIREMAN?

YES, I AM.

ETC.

Then have each pupil step out and say, one at a time:

1st L: LOOK AT ME. I'M A FIREMAN.
2nd L: LOOK AT ME. I'M A NURSE.

Continue on around the group giving other pupils a chance to stand behind the chart and others to ask questions (i.e., taking the teacher's role).

Likely Errors

a. Are you Joe? ⟶ *Are Joe you?

b. Who are you? ⟶ *You are who? (When the speaker does not intend either to stress "who," or to show disbelief.)

c. [ow] ⟶ *[o] in "coal."

d. [ɔ] ⟶ *[o] in "call."

e. [uw] ⟶ *[ʌu] in "Luke" and "you" (stressed). The symbol [ʌu] indicates that the back of the tongue is higher than for [u], approximately as high as [uw] but is not pronounced as a diphthong.

f. [u] ⟶ *[ʌu] in "look."

Lesson 12

Teaching Points

a. The high back diphthong [uw].

b. The low high back vowel [ʊ].

c. Who questions with all the personal pronouns as subjects after "am," "is," and "are."

d. Responses to such questions.

e. The use of "am" with "I."

f. The use of "is" with "he" or "she."

g. The use of "are" with "we," "you," or "they."

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [uw] and [ʊ] as in "Luke" and "look."

2. The learner will be able to ask who questions like the following:

Who am I?	Who's he?
Who are you?	Who's she?
Who are we?	Who are they?

3. The learner will be able to respond to such questions with answers like the following:

You're Spot, the dog.	He's the horse.
I'm Cleo, the cat.	She's the cat.
We're the cows.	They're the chickens.

B. Test: See page 5.

II. MATERIALS

A. Pictures of a duck, a horse, a turtle, a cat, a dog, a cow, and a boy at a stove cooking.

B. A puppet named Luke, a book, a fireman's hat, a policeman's cap, and a nurse's cap, from lesson 11.

III. PROCEDURES

A. Pronunciation

1. Put your hand above your eyes palm down and look when you say "look," and hold up the puppet named

Luke when you say "Luke."
Model: (3). Echo: ◯(3), ⊙.

LOOK	
	LOOK
LUKE	
	LUKE
LOOK	
	LOOK
LOOK	
	LOOK

2. Song. Have the class join you. Recite the words, sing them several times, and then recite them again. Hold up the puppet at the first line and the picture of the boy standing at a stove at the third line.

   Sing the song to the tune of the beginning lines of "Three Blind Mice."

   LOOK AT LUKE.
   LOOK AT LUKE.
   SEE HOW HE COOKS
   SEE HOW HE COOKS.
   LOOK AT LUKE.

   [kuk] for "cook."

3. Free Dialog. Ask different children if they can cook and what they can cook. Have them tell what they like to have their mothers cook. Keep your questions simple.

B. Presentation

1. Free Dialog. Put on the policeman's cap and ask:

   JOE, WHAT AM I?

   Joe: YOU'RE A POLICEMAN.

   Have Mary hold the book and ask:

   JANE, WHAT IS SHE?

   Jane: SHE'S A TEACHER.

Continue on around the group giving all the pupils a chance to play different roles. Have the pupils ask the questions when they are able

2. Chain Dialog. Have all of the pictures in a stack on the table. Start off the dialog by giving Joe a picture of a dog to hold up in front of his face. Ask:

Explain to the children that they are going to pretend they are different animals represented by the pictures.

MARY, WHO'S HE?

Mary: HE'S JOE. HE'S A DOG.

Have Joe give his neighbor a picture to hold up in front of her face and ask someone else who she is:

Joe: TOM, WHO'S SHE?

Tom: SHE'S JANE. SHE'S A CAT.

Continue on around the group having each pupil give his neighbor a picture and ask someone else who his neighbor is.

3. Free Dialog. Give one picture of the animals to each pupil. Have them hold up the pictures in front of their faces. Ask:

JOE, WHO'S HE?

Joe: HE'S TOM. HE'S A HORSE.

HORSE, WHO ARE YOU?

TOM: I'M TOM.

Tom puts down his picture, showing his face.

JACK, WHO'S SHE?

Jack: SHE'S JANE. SHE'S A CAT.

CAT, WHO ARE YOU?

Jane: I'M JANE.

Continue with the children asking the questions.

4. Composition: If there is time, let each pupil hold his picture, stand up and tell who he is and something about himself, for example:

I'M JANE. I'M A COW. I LIKE TO EAT HAY.
I LIVE ON A FARM. I HAVE HORNS.

Test:

Put the pictures of all of the animals on the chalk rail. Say:

I'M BIG AND BROWN.
I RUN FAST. I HAVE A
LONG TAIL. COWBOYS
RIDE ME.
TOM, WHAT AM I?

Tom: YOU'RE A HORSE.

WHO AM I?

Tom: YOU'RE [MR. / MISS / MRS.] ________.

Then have Tom take your role. Continue on around the group. Encourage a variety of descriptions by modeling a sentence occasionally if you have to. (E.g., Turtle: I carry my house on my back. Duck: I'm small and yellow. I live on a farm. Horse: People ride me. Farmers use me for work, etc). Have different pupils ask the questions after the descriptions are given so that you can elicit:

WHO'S HE?

WHO'S SHE?

WHO ARE YOU?

WHO ARE THEY?

and get names in the responses.

Likely Errors

a. [uw] ⟶ *[u] in "Luke," "who," and "you" (stressed).

b. [u] ⟶ *[ʊu] in "look" and "cook."

c. Who are they? ⟶ *Who they?

d. Who's he? ⟶ *Who he?

e. She ⟶ *he (where the intended response is feminine and vice versa).

Lesson 13

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [ow] and [ɔ], as in "bowl" and "ball."

2. The learner will be able to ask questions like the following:

   Who's this?
   Who's that?

3. The learner will be able to respond to such questions with answers like the following:

   This is Joe.
   That's Jane.

B. Test: See pages 4 and 5

II. MATERIALS

A. Toy figures of pilots, bus drivers, truck drivers, and railroadmen.

B. Toy planes, busses, a fireman's hat, a policeman's cap, a nurse's cap, several balls and several bowls.

C. Two puppets.

III. PROCEDURES

A. Pronunciation

1. Put a fireman's hat on Joe and a nurse's cap on Jane. Give Joe the ball and Jane the bowl. Model: (1).

Teaching Points

a. The mid back diphthong [ow].

b. The low back vowel [ɔ].

c. <u>Who</u> questions with "this" or "that" as subject after "is."

d. Responses to such questions.

LOOK AT JOE. HE'S A FIREMAN. HE HAS A BALL.
LOOK AT JANE. SHE'S A NURSE. SHE HAS A BOWL.

2. They should still have on the same headgear used in step 1 as well as the ball and the bowl. Model: (2). Echo: ◯, ⊙.

THE FIREMAN HAS THE BALL.	THE FIREMAN HAS THE BALL.
THE NURSE HAS THE BOWL.	THE NURSE HAS THE BOWL.

3. Chain Dialog. Have each pupil in turn put on one of the headgear and pick up either a ball or a bowl. His neighbor identifies him and says what he has.

	1st L puts on the policeman's cap and picks up the bowl.
2nd L:	THE POLICEMAN HAS THE BOWL. 2nd L puts on the nurse's cap and picks up the ball.
3rd L:	THE NURSE HAS THE BALL.
	ETC.

B. Presentation

Put toy figures of a railroadman, a bus driver, a truck driver, and a pilot in the middle of the table. Model: (3). Echo: ◯ (3).

THAT'S A PILOT.		Point to the pilot.
	THAT'S A PILOT.	
THAT'S A TRUCK DRIVER.		Point to the truck driver.
	THAT'S A TRUCK DRIVER.	
THAT'S A RAILROAD-MAN.		Point to the railroadman.
	THAT'S A RAILROADMAN.	
THAT'S A BUS DRIVER.		Point to the bus driver.
	THAT'S A BUS DRIVER.	

2. Have two puppets model the following dialog. Model: (3).

1st Puppet: (Picking up a bus driver and then handing it to the other puppet).

WHO'S THIS?

2nd Puppet: THIS IS JOE. HE'S A BUS DRIVER. HE DRIVES A BUS. HE TAKES CHILDREN TO SCHOOL.

1st Puppet: (Pointing to a pilot on the table).

WHO'S THAT?

2nd Puppet: THAT'S SAM. HE'S A PILOT. HE FLYS AN AIRPLANE. HE GOES FAST.

Do similar dialogs with the "truck driver" and the "railroadman."

3. Chain Dialog. Give each pupil a toy figure to hold (e.g., pilot, truck driver, bus driver, a railroadman) and put the rest of the toy figures in the center of the table. Have the pupils tell about their figures when they are asked,

Lesson 13

following the model given in step 1. It may sound like this:

JOE, WHO'S THIS?

Joe: THIS IS PETE, HE'S A PILOT. HE FLYS AN AIRPLANE. HE GOES FAST.

WHO'S THAT?

Joe: THAT'S PAUL. HE'S A BUS DRIVER. HE DRIVES A BUS. HE TAKES CHILDREN TO SCHOOL.

Then have Joe continue the dialog by addressing the two questions to his neighbor. Give help by modeling responses if you have to, but allow the content of the responses to vary as the example indicates. Continue on around the group.

Touch the figure Joe is holding.

Point to a figure on the table.

Test:

Have the 4 different kinds of toy figures (pilot, truck driver, bus driver, railroadman) standing in the middle of the table. Give each figure a name, such as, "Jack" for the pilot. Have Joe close his eyes. Hand him a toy figure (e.g. a pilot). Ask:

JOE, WHO'S THIS?

Joe: THIS IS JACK. HE'S A PILOT.

Then describe one of the other figures on the table.

Likely Errors

a. [ow] → *[o] in "coal"
[o] indicates that the back of the tongue is as high as for [ow], but is not pronounced as a diphthong.

b. [ɔ] → *[o] in "call."

c. Who's this? → *Who this?

d. That's Joe. → *That Joe.
→ *Joe that.

Level II

I SEE A MAN. HE DRIVES
A TRUCK. HE HAULS
THINGS. WHO'S THAT?

Joe: THAT'S TOM. HE'S A
TRUCK DRIVER.

Then have Joe take your place asking his neighbors both the direct question and the riddle. Continue on around the group. Suggest descriptions if the pupils need help.

Lesson 14

Teaching Points

a. The high back diphthong [uw].

b. The mid back diphthong [ow].

c. Who questions with "this" or "that" as subject after "is."

d. Who questions with "these" or "those" as subject after "are."

e. Responses to questions like those in c and d.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [uw] and [ow], as in "boot" and "boat."

2. The learner will be able to ask questions like the following:

Who are these?	Who's this?
Who are those?	Who's that?

3. The learner will be able to respond to such questions with answers like the following:

These are the soldiers.	This is my uncle.
Those are the cowboys.	That's my brother.

B. Test: See page 5.

II. MATERIALS

A. Photographs of pilots, bus drivers, truck drivers, and railroadmen (these should be photographs, not pictures); and one photograph of each of the following: a single pilot, a single bus driver, a single truck driver, and a single railroadman.

B. A boot, a toy boat, and four shoeboxes.

III. PROCEDURES

A. Pronunciation

1. Hold up the appropriate object, i.e., the boot when you say, "boot," the toy boat when you say, "boat." For the first, go down the left-hand

column, then the right-hand column. For the second model, say "boot" and "boat" alternately as the pairs indicate. For the third model, say the two words randomly.
Model: (3).

BOOT BOAT
BOOT BOAT
BOOT BOAT
BOOT BOAT

2. Recognition. Put the boot and the boat on opposite ends of the table. Have the pupil point to the appropriate object when you mention it, first as a word, then in a sentence.

BOOT BOAT BOOT BOOT BOAT

WHERE'S THE [BOAT? / BOOT?]

3. Repeat step 2, but this time have the pupils repeat each word after you.
Echo: ⊙(5).

B. Presentation

1. Hold up the photograph of the pilots, then the photograph of the bus drivers.
Model: (1).

WHAT ARE THESE?
THESE ARE PILOTS.

WHAT ARE THESE?
THESE ARE BUS DRIVERS.

2. Put the photograph of the pilots in front of you on the table and the photograph of the bus drivers away from you on the table. Say "These are pilots," then "These are bus drivers" before you model the sentences. Touch the pilots and point to the bus drivers when

you mention them.
Model: (2).

WHO ARE THESE?
THESE ARE THE PILOTS.

WHO ARE THOSE?
THOSE ARE THE BUS DRIVERS.

3. Have the children come to you near the photograph of the pilots.
Echo: (2).

WHO ARE THESE?

WHO ARE THESE?

THESE ARE THE PILOTS?

THESE ARE THE PILOTS.

WHO ARE THOSE?

WHO ARE THOSE?

THOSE ARE THE BUS DRIVERS.

THOSE ARE THE BUS DRIVERS.

Repeat step 1, using "truck drivers" and "railroadmen."

4. Hold up the photograph of the truck drivers, then the photograph of the railroadmen.
Model: (2).

WHAT ARE THESE?
THESE ARE TRUCK DRIVERS.

WHAT ARE THESE?
THESE ARE RAILROADMEN.

5. Chain Dialog. Model the following dialog first so that the pupils will understand how it goes, using complete sentences for responses. Have all of the pictures at four different places on the table. As each pupil asks the questions he can stand behind any group he wants to and point to another. Each pupil asks two questions.

It may sound like this:

Tom: JOE, WHO ARE THESE?
Joe: THOSE ARE THE TRUCK DRIVERS.

Tom: JOE, WHO ARE THOSE?
Joe: THOSE ARE THE RAILROADMEN.

Joe: JANE, WHO ARE THESE?
Jane: THOSE ARE THE BUS DRIVERS.

Joe: WHO ARE THOSE?
Jane: THOSE ARE THE PILOTS.

ETC.

Accept short responses, for example, "Truck drivers" in this case.

6. Hold up the photograph of a single pilot, then the photograph of a single truck driver.
Model: (1).

WHAT IS THIS?
THIS IS A PILOT.

WHAT IS THIS?
THIS IS A TRUCK DRIVER.

7. Chain Dialog. Repeat step 5, but this time have the photographs of a single truck driver and of a single pilot so that the pupils will have to say "Who's that?" "Who's this?" and give the appropriate responses: "That's the pilot," and "This is the truck driver."

Test:

Stack all the photographs face down on the table. Blindfold a pupil and give him one of the photographs.

WHO ARE THESE?

THESE ARE THE PILOTS.

YES, THEY ARE NO, THEY AREN'T. THEY'RE THE ________.

Remove his blindfold and show him another photograph from a distance. Ask:

WHO ARE THOSE?

He can look and say:
THOSE ARE THE BUS DRIVERS.

Have him comment about the photographs. For example:

(i) THIS IS MY UNCLE. HE IS A PILOT. HE FLYS A BIG AIRPLANE. HE GOES FAST.

(ii) THAT'S ME. I'M A BUS DRIVER. I DRIVE A BUS. I TAKE CHILDREN TO SCHOOL.

You will have to demonstrate this sort of description at first. Have him take your place in asking the next questions, and have another pupil take his place. Continue on around the group. Encourage a variety of responses.

Likely Errors

a. [uw] ⟶ *[u] in "boot."

b. [ow] ⟶ *[o] in "boat."

c. Who are these? ⟶ * Who are this?

Lesson 15

I. OBJECTIVES

A. Content

1. The learner will become familiar with <u>who</u> questions like those in lessons 12, 13, and 14.

2. The learner will become familiar with responses to such questions like those in lessons 12-14.

B. No test.

II. MATERIALS

A. Toy pilots, bus drivers, truck drivers, and railroadmen.

B. A toy city, houses, trees, railroad cars, an airplane, a bus, and a truck. (You could use a felt board with cutouts)

III. PROCEDURES

1. Place one of each of the four sets of figures at the place where you want them by the city. Then have each pupil, one at a time, take a figure from the shoebox and put it in the proper place. Have the pupil say something about the figure as he puts it in place. Encourage a wide variety of responses by modeling as much as you have to. The pupil's account might sound like this:

Joe: THIS IS TOM. HE'S A TRUCK DRIVER. HE'S GOING TO DRIVE HIS TRUCK. HE WILL GO TO THE STORE. WHO'S THAT?

<u>Teaching Points</u>

a. <u>Who</u> questions with present forms of "be" followed by personal and demonstrative pronouns.

b. Responses to such questions.

c. Talking about types of people. (See step 2).

Mary: THIS IS JACK. HE'S A RAILROADMAN. HE WORKS HARD. HE LIKES TRAINS. WHO ARE THOSE?

ETC.

2. Have a little toy city set up on the table. Put the pilots by the airplanes, the railroadmen by a train, etc. Have a different pupil stand behind and be in charge of each different group of figures. He can pretend to be one of the figures, and he can have other figures be his father, brother, friend, etc. He can tell about them when he is asked. The other pupils, one at a time, can carry on a conversation with the four. Encourage a variety of questions and responses by modeling as much as you have to. Change places frequently so that everyone has a chance to take part. The dialog may sound like the following:

Joe: WHO ARE THESE?
Tom: THESE ARE THE TRUCK DRIVERS. THEY'RE WORKING.
Joe: WHO IS THIS?
Tom: THIS IS MY BROTHER. HE'S A GOOD PILOT.
Joe: WHO ARE YOU?
I'M THIS BUS DRIVER. I HAVE A YELLOW BUS. THAT'S MY FATHER. HE'S BIG.

Have the children move the figures, describing what the truck drivers, bus drivers, pilots, and

railroadmen are doing. Every once in a while, interrupt the action to ask "Who's this?" "Who are those?" etc., as if you didn't remember the names of the figures.

Level II

Lesson 16

Teaching Points

a. The rhythm (phrasing, stress, and intonation) of (information questions:) what questions.

b. The rhythm of yes-no questions in contrast with the rhythm of what questions.

c. The mid front diphthong [ey].

d. The low central diphthong [ay].

e. The (higher) low back diphthong [ɔy].

f. The low central diphthong [aw].

I. OBJECTIVES

A. Content

1. The learner will be able to produce the final-fall intonation pattern of what questions, as in:

   What is it?

2. The learner will be able to produce the final-rise intonation pattern of yes-no questions, as in:

   Is it a toy?

3. The learner will be able to pronounce [ey], [ay], [ɔy], and [aw], as in "clay," "tie," "toy," and "cow."

B. Test: See pages 4 and 5.

II. MATERIALS

A. Classroom objects, e.g., a pencil, an eraser, a book, a chair, etc.

B. A picture of a cow, a man's tie, some clay, and several toys

III. PROCEDURES

Presentation

1. Point to an eraser on the desk and say:
   Model: (3). Echo: ○ (2), ⊙ .

   I HAVE SOMETHING.

WHAT IS IT? — WHAT IS IT?

IT'S AN ERASER. — IT'S AN ERASER

2. Chain Dialog.

I SEE SOMETHING.
JACK, WHAT IS IT? — Point to a table.

Jack: IT'S A TABLE. I SEE SOMETHING. JANE, WHAT IS IT? — Jack points to an eraser.

Jane: IT'S AN ERASER. I SEE SOMETHING. TOM, WHAT IS IT? — Jane points to a chair.

Tom: IT'S A CHAIR.

ETC.

Go once around the room making sure all the pupils use the final-fall intonation pattern of the <u>what</u> question and that they stress "is."

3. Model: (3). Echo: ○ (2), ⊙.

IS IT AN ERASER? — IS IT AN ERASER?

4. Chain Dialog.

IS IT A TABLE?

Jack:

YES, IT IS. NO, IT ISN'T. IT'S A ___.

TOM, IS IT AN ERASER?

Tom: YES, IT IS.
NO, IT ISN'T. IT'S A ____.

JANE, IS IT A CHAIR?

Jane: YES, IT IS.
NO, IT ISN'T. IT'S A ____.

5. Hold up a different toy each time you model or echo.
Model: (3). Echo: ◯ (2), ⊙.

A TOY. — A TOY.

6. Repeat step 5 with a tie, some clay and picture of a cow.

A TIE. — A TIE.

SOME CLAY. — SOME CLAY.

A COW. — A COW.

7. Now go quickly around the class several times with the pictures and call on individuals to respond to the picture you hold up, for example:

I HAVE SOMETHING.
JANE, WHAT IS IT?
Jane: IT'S A TOY. — Hold up a toy.

I HAVE SOMETHING.
TOM, WHAT IS IT?
Tom: IT'S SOME CLAY. — Hold up some clay.

8. Repeat step 7 with different children asking the questions.

If a learner makes an error in pronunciation, model the correct response and have the whole class repeat before you ask the learner to imitate the correct response after you.

Test:

1. Chain Dialog. The 1st L holds up one of the objects or the picture of the cow and asks the 2nd L:

   1st L: WHAT IS IT?

   2nd L: IT'S SOME CLAY. / A TOY. / A TIE. / A COW.

   The 1st L passes the two pictures to the 2nd L and 2nd L asks the 3rd L:

   2nd L: WHAT IS IT?

   3rd L: IT'S SOME CLAY. / A TOY. / A TIE. / A COW.

   Continue this activity till all have participated.

2. Chain Dialog. Take the same two pictures and repeat step 1 with the following dialog:

Likely Errors

a. What is it? ⟶ *What is it?

b. Is it a cow? ⟶ *Is it a cow?

c. Too brief a glide in a front rising diphthong (one written [vy]).

d. Too high and too forward an articulation of the glide in a front rising diphthong (one written [vy]).

e. Too high and too back an articulation of the glide in a back rising diphthong (one written [vw]).

1st L: IS IT [SOME CLAY? / A TOY? / A TIE? / A COW?]

2nd L: [YES, IT IS. / NO, IT ISN'T.]

IS IT [SOME CLAY? / A TOY? / A TIE? / A COW?]

3rd L: [YES, IT IS. / NO, IT ISN'T.]

Continue this activity until all have participated.

3. If there is time, combine tests 1 and 2 by allowing the children to ask either a <u>what</u> question or a <u>yes-no</u> question.

Lesson 17

Teaching Points

a. The low central diphthong [ay].

b. The low central diphthong [aw].

c. What questions with "is" and "are."

d. "He," "she," "it," or "they" as subject of such questions.

e. Responses to such questions.

f. "Are" with "they."

g. "Is" with "he," "she," or "it" as subject.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [ay] and [aw], as in "tire" and "tower."

2. The learner will be able to ask what questions like the following:

    What's he?
    What's she?
    What are they?
    What is it?

3. The learner will be able to respond to such questions with answers like the following:

    He's a policeman.
    She's a nurse.
    They're firemen.
    It's a dog.

4. New vocabulary: teacher, student.

B. Test: See page 5.

II. MATERIALS

A. Pictures of a tire, a tower, a mailman holding a white letter, a teacher holding a brown book, a student holding a yellow pencil, and a fireman in a red truck.

III. PROCEDURES

A. Pronunciation

1. Hold up the appropriate picture.
   Model: (3).

   TIRE TOWER
   TOWER TIRE
   TOWER TIRE

2. Hold up the picture of a tire at arms length in your left hand and do the same with the picture of the tower in your right. When you say, "tower," have the entire class point to the tower; when you say "tire," have the class point to the tire.
   Recognition: (6).

   TIRE TOWER TOWER TIRE TOWER TIRE

3. Repeat step 2 with individuals.

4. Repeat step 2, but this time have the children repeat after you.
   Echo: ○ (3), ⊙ .

5. Go quickly around the class in random order, asking the following questions:

   I HAVE A PICTURE OF SOMETHING.
   TOM, WHAT IS IT?
   Tom: IT'S A TOWER.

Hold up the picture of a tower.

I HAVE A PICTURE OF SOMETHING.
JANE, WHAT IS IT?

Hold up a picture of a tire.

Jane: IT'S A TIRE.

ETC.

6. Chain Dialog. Give the two pictures to Joe and have him start the activity.

Joe: JANE, WHAT IS IT?

Joe holds up the picture of the tire.

Jane: IT'S A TIRE.
TOM, WHAT IS IT?

Joe gives the picture to Jane.
Jane holds up the picture of a tower.

Tom: IT'S A TOWER.

Jane gives the pictures to Tom.

B. Presentation

1. Point to the picture of a teacher on the chalk tray. Hold a puppet behind your back in your other hand.
Model: (3).

SHE'S A TEACHER. SHE HAS A BOOK. IT'S BROWN. WHAT IS SHE?

Echo intonation.

Say for the hand puppet as you bring it into view:

SHE'S A TEACHER.

2. Everyone points to the picture of the teacher.
Echo: ◯ (3), ⊙ .

SHE HAS A BOOK.
IT'S BROWN.

SHE HAS A BOOK. IT'S BROWN.

WHAT IS SHE?

WHAT IS SHE?

SHE'S A TEACHER.

SHE'S A TEACHER.

3. Repeat steps 1 and 2 with pictures of a mailman with a white letter ("he has a letter. It's white."), and a fireman with a red truck ("He has a truck. It's red.")

4. Chain Dialog. Point to the picture of the fireman and say to Joe:

HE HAS A TRUCK.
IT'S RED. WHAT IS HE?

Joe: HE'S A FIREMAN.
A FIREMAN.

Joe turns to Jane while he points to the picture of the student.

SHE HAS A PENCIL. IT'S YELLOW. WHAT IS SHE?

Jane: SHE'S A STUDENT.
A STUDENT.

ETC.

Test:

Riddle contest. Divide the class into two teams. Have all the pictures on the chalk tray so the pupils can see them for cues.

Team #1, 1st L: HE HAS A LETTER. IT'S WHITE. WHAT IS HE?

Team #2, 1st L: HE'S A MAILMAN. A MAILMAN.

Team #1, 1st L: YOU'RE RIGHT.

Team # 2 gets a point.

Team #2, 1st L: SHE HAS A BOOK. IT'S BROWN. WHAT IS SHE?

Team #1, 2nd L: SHE'S A FIREMAN.

Team #2, 1st L: YOU'RE WRONG. SHE'S A TEACHER.

Team # 1 doesn't get a point.

Continue the riddle contest until all the students have had a chance to give and answer a riddle. The team with the most points wins. If time permits, have the contest twice.

Likely Errors

a. [ay] → *[ɔy] in "tire."

b. [aw] → *[ɔw] in "tower."

c. What are they? → *What's him?

d. What are they? → *What's they?

e. She's a nurse. → *She a nurse.

Lesson 18

Teaching Points

a. The mid front diphthong [ey].

b. The low central diphthong [ay].

c. What questions with "is" and with a singular demonstrative pronoun, "this" or "that" as subject.

d. Responses to such questions, containing mass nouns. The more natural response is with "it" rather than with "this" or "that."

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [ey] and [ay], as in "bay" and "tie."

2. The learner will be able to ask what questions like the following:

   What's this?
   What's that?

3. The learner will be able to respond to such questions with answers like the following:

It's water. This is water.

It's rice. That's rice.

B. Test: See page 6 and 7.

II. MATERIALS

Pictures of a boy petting a burro, a clock, a glass of orange juice, a glass of milk, a dish of corn, and a dish of rice. (You may wish to use the classroom clock instead of the picture of a clock)

III. PROCEDURES

A. Pronunciation

1. Hold up the appropriate picture. Before you start this activity, make sure the pupils understand that

the picture of the boy petting the burro signifies "tame" and the clock signifies "time."
Model: (3).

TAME TIME
TIME TAME
TIME TAME
TAME TIME

2. Hold up the picture of a boy petting a burro in your left hand at arms length and do the same with the picture of a clock in your right. Have the children point to the appropriate picture when you say:
Recognition: (5):
TIME TAME TAME TIME TIME TAME

3. Repeat step 2 with individuals.

4. Repeat step 2, but this time have the children repeat the word after you when they point to the appropriate picture.
Echo: ◯ (3), ⊙ .

5. Put the pictures far apart on the chalk rail. Point to one of the pictures as you call on each pupil:

JOE, WHAT'S THIS?	Point to the picture of a boy petting a burro.
Joe: TAME.	
JANE?	Point to the picture of the clock. Go around the class twice in order to give each pupil a chance to say both "tame" and "time."
Jane: TIME.	
ETC.	

B. Presentation

1. Hold up a picture of orange juice. Have a hand puppet in your other hand behind your back.
   Model: (3).

   THIS IS ORANGE JUICE.
   IT'S ORANGE, AND I
   DRINK IT. WHAT'S THIS?

   Use echo-question intonation.

   As you bring out the hand puppet, say for it:

   IT'S ORANGE JUICE.

2. Distribute pictures of orange juice to each child.
   Echo: ◯ (3), ⊙ .

   THIS IS ORANGE JUICE. — THIS IS ORANGE JUICE.

   IT'S ORANGE AND I DRINK IT. — IT'S ORANGE AND I DRINK IT.

   Use echo-question intonation.

   WHAT'S THIS? — WHAT'S THIS?

   IT'S ORANGE JUICE. — IT'S ORANGE JUICE.

3. Repeat steps 1 and 2 with "milk" and "rice." Put the pictures of the milk and the rice on the chalk tray and point to the picture of the milk as you say:

   THAT'S MILK. IT'S WHITE
   AND I DRINK IT.
   WHAT'S THAT?
   IT'S MILK!

   By face and tone of voice, show that you already know the answer.

Then when you point to the rice say:

THAT'S RICE. IT'S WHITE,
AND I EAT IT.
WHAT'S THAT?
IT'S RICE!

By the face and tone of voice, show that you already know the answer.

4. Put all four pictures on the chalk tray (the orange juice, the milk, the corn, and the rice) and quickly go around the class with the following activity:

IT'S WHITE, AND YOU
DRINK IT.
WHAT IS IT, JOE?

Joe: IT'S MILK.
MILK.

IT'S YELLOW, AND YOU
EAT IT.
WHAT IS IT, JANE?

(And she might answer:)

Jane: IT'S ORANGE JUICE.
ORANGE JUICE.

YOU'RE WRONG.
IT ISN'T ORANGE JUICE.
IT'S CORN.

5. Free Dialog. Now give each child a picture and have him turn it toward himself so you can't see what it is.

Joe: WHAT'S THIS?
IT'S WHITE, AND I EAT IT.

IT'S RICE.

Joe: YOU'RE RIGHT.

Joe shows the picture.

Mary: WHAT'S THIS? IT'S WHITE, AND I DRINK IT.

IT'S ORANGE JUICE.

Mary: YOU'RE WRONG. IT'S MILK.

Showing the picture.

Test:

1. Divide the class into two teams. Shuffle the 4 pictures of orange juice, milk, corn, and rice and give the 1st L of team # 1 a picture. He looks at his picture, pointing to it without showing it, and starts the game by asking:

   1st L, Team #1: WHAT'S THIS? IT'S WHITE, AND YOU DRINK IT.

   1st L, Team #2: | IT'S MILK. MILK. | (Pointing to the picture.)

   1st L, Team #1: YOU'RE RIGHT. He shows his picture and team # 2 get a point.

   Now give the 1st L of team #2 a different picture and have him ask the 1st L of team #1 the question:

   1st L, Team #2: WHAT'S THIS? IT'S WHITE, AND I EAT IT.

   1st L, Team #1: | THAT'S MILK. MILK. |

   1st L, Team #2: YOU'RE WRONG. IT'S RICE. (Show picture.) Team #1 doesn't get a point.

   Continue in this fashion until all have participated.

2. Repeat step 1 but have the student who is asking the question look at his picture first; then put it on the chalk tray with the front facing the chalkboard and step back and point to the picture as he says:

Likely Errors

a. [ay] ⟶ *[ɔy] in "tie."

b. That's rice. ⟶ *That are rice.

1st L, Team # 1:	WHAT'S THAT? IT'S ORANGE, (Points to picture) AND I DRINK IT.
1st L, Team #2:	IT'S ORANGE JUICE. ORANGE JUICE.
1st L, Team # 1:	YOU'RE RIGHT. Team # 2 gets a point.

ETC.

Lesson 19

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [ɔy] and [aw] , as in "boy" and "cow."

2. The learner will be able to ask what questions like the following:

What's this?	What are these?
What's that?	What are those?

3. The learner will be able to respond to such questions with answers like the following:

This is a ball.	These are balls.
That's a book.	Those are books.

B. Test: See pages 5 and 6.

Teaching Points

a. The low back dipthong [aw] .

b. The higher low back diphthong [ɔy] .

c. What questions with "is" or "are" and with a demonstrative pronoun, "this," "that," these," "those," as subject.

d. "Is" with "this" or "that."

e. "Are" with "these" or "those."

II. MATERIALS

A. Pictures of a boy, a cow, and a cowboy playing by a tree.

B. Classroom objects: two pencils for each pupil, desks, books of the same color (one for each pupil), eraser, etc.

C. Dolls, jacks, cars, trucks, one puppet for each pupil, etc.

Two pictures for each pupil

III. PROCEDURES

A. Pronunciation

Lesson 19

1. Hold up the appropriate picture.
   Model: (3).

   BOY - COW
   COW - BOY
   COW - BOY
   BOY - COW

2. Hold up both pictures, one in your left hand and the other in your right hand, at arm's length. Have the pupils point to the appropriate picture after you say the word:
   Recognition: (6).

   BOY COW BOY BOY COW COW

3. Repeat step 2, but this time have the pupils repeat the word after you when they point.
   Echo: ◯ (3), ⊙.

4. Show the pupils the picture of a little cowboy playing by a tree. Point to the cowboy.
   Model: (3). Echo: ◯ (3).

   THAT'S A COWBOY.

   THAT'S A COWBOY

Since "cow" and "boy" spoken separately each have a strong stress, be sure to pronounce "cówbòy."

5. Say the poem below several times and have the pupils join you when they can.

   WHAT DO YOU SEE
   PLAYING BY THE TREE?
   ONE LITTLE COWBOY.
   HE WANTS TO PLAY WITH ME.

6. Recite the lines of the poem in step 5 and have the pupils repeat each line after you. Then recite the whole poem together.

7. Ask the pupils some questions about the picture. Also, encourage them to ask each other questions and answer them like:

   WHAT'S HE?
   HE'S A COWBOY.

   WHAT'S HE DOING?
   HE'S PLAYING.

   WHAT DOES HE WANT TO DO?
   HE WANTS TO PLAY WITH ME.

B. Presentation

1. Hold up a book. Call on a pupil who you know can answer your question.
   Model: (3).

   THIS IS A BOOK.
   IT'S BROWN. YOU
   READ IT. WHAT'S
   THIS?

THAT'S A BOOK.
IT'S A BOOK
A BOOK.

   Use an echo-question intonation.

   Shake the book in your hand.

2. Distribute the books to the pupils.
   Echo: ◯ (3), ⊙.

   THIS IS A BOOK.
   IT'S BROWN.

   Change "brown" to the color which is appropriate.

Lesson 19

THIS IS A BOOK. IT'S BROWN.

YOU READ IT.
WHAT'S THIS?

Use an echo-question intonation.

YOU READ IT. WHAT'S THIS

Present form of "read" [riyd].

IT'S A BOOK.

IT'S A BOOK.

3. Repeat steps 1 and 2 with puppets.

THIS IS A PUPPET. IT HAS TWO HANDS.
YOU MAKE IT MOVE. WHAT'S THIS?

IT'S A PUPPET.

4. Chain Dialog. Each child has a book and a puppet.

WHAT'S THIS?
IT IS BROWN. YOU
READ IT.

Joe: IT'S A BOOK.

Joe turns to Mary.

WHAT'S THIS?
IT HAS TWO HANDS.
YOU MAKE IT MOVE.

Mary: IT'S A PUPPET.
JANE,.....

Mary turns to Jane.

ETC.

5. Repeat steps 1, 2, 3, and 4 with the following dialogs:

Lesson 19

Echo-question intonation

(i) WHAT ARE [THESE? / THOSE?] THEY'RE YELLOW.

YOU WRITE WITH THEM.

THEY'RE PENCILS.

(ii) WHAT ARE [THESE? / THOSE?] YOU LOOK AT THEM.

THEY'RE PRETTY.

THEY'RE PICTURES.

Test:

Divide the class into two teams. Have each member of each team give a riddle to the opposing team members. The team with the highest score wins. Encourage the pupils to use new items to explain. Have each pupil conceal in some manner the object he is describing. He should point to it when he asks the questions.

Team #1 - 1st L: WHAT'S THIS? IT'S YELLOW. YOU WRITE WITH IT.

Team #2 - 1st L: IT'S A PENCIL.

Team #1 - 1st L: YOU'RE RIGHT. He shows the pencil. Team #2 gets a point.

Team #2 - 1st L: WHAT ARE THESE. THEY'RE YELLOW. I COLOR WITH THEM.

Likely Errors

a. [ɔy] → * [uy] in "boy."

b. What are these? → *What's these?

c. What are those? → *What is those?

d. That's a pencil. → *That's pencil.

Team #1 - 1st L: THEY'RE PENCILS.

Team #2 - 1st L: YOU'RE WRONG. THEY'RE CRAYONS. He shows the crayons. Team #1 doesn't get a point.

ETC.

Lesson 20

I. OBJECTIVES

A. Content

1. The learner will become more familiar with <u>what</u> questions like those in lesson 17, 18, and 19 in appropriate situations.

2. The learner will become more familiar with the responses to the questions presented in lessons 17, 18, and 19.

B. No test.

II. MATERIALS

Use all the pictures and objects from lessons 16-19 and any additional items within the pupils' vocabulary range.

III. PROCEDURES

Presentation

1. Chain Dialog. Place count-noun objects like pencils, books, cars, etc., on the table. Have one pupil come up and call on other pupils. He either asks the question from where he is or he

Teaching Points

a. <u>What</u> questions with "is" or "are."

b. Such <u>what</u> questions with "he," "she," "it," or "they" as subject.

c. Such <u>what</u> questions with "this," "that," "these," or "those" as subject.

d. Responses to such questions.

e. "Is" with "he," "she," "it," "this," or "that" as subject.

f. "Are" with "they," "these," or "those" as subject.

goes to the table. He points to the particular object or group of objects. If a pupil guesses correctly, he gets to come up and ask the questions.

1st L: WHAT IS THIS?

2nd L: IT'S A DESK.

1st L: YOU'RE WRONG.
IT'S A BOOK.

2nd L: WHAT ARE THESE?

3rd L: THEY'RE PENCILS.

2nd L: YOU'RE RIGHT.

3rd L: WHAT ARE THOSE?
ETC.

2. Chain Dialog.

1st L: HE GOES TO FIRES.
HE HAS A RED TRUCK.
WHAT IS HE?

2nd L: HE'S A POLICEMAN.

1st L: YOU'RE WRONG.
HE'S A FIREMAN.

2nd L: SHE HAS A BOOK.
SHE TEACHES US.
WHAT IS SHE?

3rd L: SHE'S A TEACHER.

Don't correct the child who asks, "Who is she?"
For the question, "Who is she?" expect the response, "She's Miss (or Mrs.)_______."

2nd L: YOU'RE RIGHT.

3rd L: HE HAS A BADGE. HE HELPS US CROSS THE STREET. WHAT IS HE?

4th L: HE'S A POLICEMAN. ETC.

3. Repeat step 1 with dialogs like the following (use only mass-nouns like: "water," "rice," "milk," etc.):

1st L: I HAVE SOMETHING. IT'S WHITE AND YOU DRINK IT. WHAT IS IT?

2nd L: IT'S ORANGE JUICE.

1st L: YOU'RE WRONG. IT'S MILK.

2nd L: I HAVE SOMETHING. IT'S WHITE. YOU EAT IT. WHAT IS IT?

3rd L: IT'S RICE

2nd L: YOU'RE RIGHT.

3rd L: I HAVE SOMETHING. ETC.

4. Free Dialog. Divide the class into two teams. A member from each team will come up and these two will ask each other one riddle apiece. The team with the highest score wins. Use objects and pictures from this or previous lessons. The pupils may choose any object or picture he thinks will stump his opponent.

Team #1, 1st L:	I HAVE SOMETHING. IT CRIES. IT HAS A DRESS. WHAT IS IT?	
Team #2, 1st L:	IT'S A DOLL.	
Team #1, 1st L:	YOU'RE RIGHT.	He shows the doll. Team #2 gets a point.
Team #2, 1st L:	I HAVE SOMETHING. IT'S ORANGE. YOU COLOR WITH IT. WHAT IS IT?	
Team #1, 1st L:	IT'S ORANGE JUICE.	
Team #2, 1st L:	YOU'RE WRONG. IT'S AN ORANGE CRAYON.	He shows the crayon. Team #1 doesn't get a point. (Note órange jùice, but ôrange cráyon.)

ETC.

Lesson 21

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce the glide in [iy], [ey], [ay], and [ɔy], as in "beat," "bait," "bite," and "boy."

2. The learner will be able to produce the final-rise intonation pattern of <u>yes-no</u> questions, as in:

   Was the egg-beater on the desk?

3. The learner will be able to produce the final-fall intonation pattern <u>where</u>, <u>who</u>, or <u>what</u> questions, as in:

   Where was the egg-beater?

4. New vocabulary: beat, bait, bite.

B. Test: See pages 6 and 7

II. MATERIALS

A. An egg-beater, a bowl, a fishing pole (you can make one with a pointer, string, and a paper-clip hook), something that looks like bait, a boy doll, a box of little toys, and a cookie (either real or a cutout).

B. Pictures of a woman using an egg-beater; fishing bait, one of worms, another of cheese; a cookie with one bite missing or someone taking a bite of a cookie; boys; and toys.

C. Several cutouts of an egg and another cutout of a cookie with one bite gone.

Teaching Points

a. The glide to the high front part of the oral passage in:

   [iy], the high front diphthong; [ey], the mid front diphthong; [ay], the low central fronted diphthong; and [ɔy], the rounded low back diphthong.

b. The difference between the rhythms of <u>yes-no</u> questions and of <u>where</u> questions with past forms of "be."

D. Four shoeboxes, each a different color (red, blue, white, brown); and objects to put in the shoeboxes, for example: two marbles, a doll, two erasers, three pencils, a boy's cap, a toy airplane, two toy cars, a toy cat, etc.

III. PROCEDURE

A. Pronunciation

1. Echo and Response. Have a girl come up. Say to her:

PUT THE EGG-BEATER AND
THE EGGS (cutouts) IN THE BOWL.

The girl does so.

WHO'S GOING TO
BEAT THE EGGS?

1st L: WHO'S GOING TO
BEAT THE EGGS?

Point to the girl. Provide the response if necessary.

2nd L: JANE'S GOING TO
BEAT THEM.
JANE IS.
JANE.

Have the girl demonstrate how to use the egg-beater.

YES, JANE'S GOING
TO BEAT THE EGGS.

Repeat this with other pairs of pupils. Encourage the pupils' expanded comments. You may have to demonstrate this at first.

Sample comments:
(1) MY MOTHER HAS AN EGG-BEATER. SHE MAKES SCRAMBLED EGGS. WE LIKE SCRAMBLED EGGS.

(2) MY MOTHER BEATS EGGS WHEN SHE MAKES A CAKE. SHE MAKES CHOCOLATE CAKE SOMETIMES.

2. Model: (2), Echo: ◯(3), ⊙.

BEAT BEAT

3. Echo and Response: Have a boy come up and hold the fishing pole and the bait. Have another boy (1st L) stand beside you.

HE WANTS TO CATCH A FISH. WHAT'S HE GOING TO DO?

1st L: HE'S GOING TO PUT SOME BAIT ON THE HOOK

Provide the response if necessary.

Have the boy put the bait on the hook.

Pointing to the bait.
YES, THAT'S BAIT.

Repeat this with other pairs of pupils.
Encourage the pupils to talk about bait, e.g.,

(1) MY DAD DIGS UP WORMS FOR BAIT. FISH LIKE WORMS.

(2) I USE CHEESE FOR BAIT ON MY HOOK.
I CAUGHT TWO FISH LAST SUMMER.

(3) I DON'T LIKE TO TOUCH BAIT. IT SMELLS. MY MOM PUTS THE BAIT ON MY HOOK.

4. Model: (2), Echo: ◯(3), ⊙.

BAIT

BAIT

5. Hold up the appropriate picture each time.
Model: (3)

BEAT - BAIT
BEAT - BAIT
BAIT - BEAT
BAIT - BEAT

6. Hold up the picture of someone using an egg-beater in one hand and the picture of bait in the other hand. When you say "beat," the pupils point to the picture of someone using an egg-beater; when you say "bait," the pupils are to point to the picture of bait.
Recognition: (2).

BEAT BAIT BAIT BEAT BAIT BEAT BEAT BAIT

7. Free Dialog. Give a pupil a cookie (or a cookie cutout).

TAKE ONE BITE OF YOUR COOKIE.

The pupil takes a bite or pretends to if he has a cutout instead of a real cookie.

WHAT DID HE DO?

HE TOOK A BITE.

YES, HE TOOK JUST ONE BITE.

8. Model: (2). Echo: ◯ (3), ⊙ .

BITE

BITE

9. Hold up the appropriate picture each time. Model the three words "beat," "bite," and "bait" randomly, for example:
Model: (1).

BEAT - BITE
BAIT - BEAT
BITE - BAIT
BITE - BEAT

10. Repeat step 9, but this time have the pupils repeat the word after you.
Echo: ◯ (2), ⊙ .

11. Repeat steps 9 and 10 with "toys" and "boys."

12. Show the pupils four shoeboxes. Put one or more objects, covertly, in each box. Put the boxes where the group cannot see them, but where one pupil at a time may take an object or objects from one of the boxes. Have the 1st pupil take something, say marbles, from the blue box.

1st L: I TOOK SOME MARBLES.

13. Use two puppets to model.
Model: (1), Echo: ◯ (3) ⊙ .

In this step and next check the pupils' intonation closely. Model and have the pupil echo if his intonation is not correct.

1st P: WHERE WERE THE MARBLES?

WHERE WERE THE MARBLES?

The 2nd Puppet answers each repetition of the question with the guess:
WERE THEY IN THE BLUE BOX?

WERE THEY IN THE BLUE BOX?

Emphasis on "blue" because a choice among the differently colored boxes is expected.

The 1st Puppet answers each time with:
YES, THEY WERE.

14. Put a new object in the blue box and choose a pupil to take something from one of the boxes without the other pupils knowing, and say, for example:

1st L:	I TOOK A DOLL. WHERE WAS THE DOLL?	1st L holds up the doll.
2nd L:	WAS IT IN THE BLUE BOX?	
1st L:	NO, IT WASN'T. WHERE WAS THE DOLL?	1st L turns to 3rd L.
3rd L:	WAS IT IN THE RED BOX?	
1st L:	YES, IT WAS.	

Put a new object in the red box and continue in this manner until everyone has had a turn at the 1st learner's role.

Test:

Put the egg-beater, fishing bait, boy doll and box of little toys on a table. As you point to each one, ask:

WHAT'S [THIS? / THAT?]

IT'S [BAIT. / AN EGG-BEATER. / A BOX OF LITTLE TOYS. / A BOY DOLL.]

Likely Errors

a. *A glide which goes higher and faster than the English glide, especially for [ey, ay, oy].

b. [iy] → *[i] ~ *[ʌi] in "beat" and "egg-beater."

c. [ey] → *[ʌey] in "bait."

Have the pupils close their eyes while you put one of the objects, say the egg-beater, in a visible spot in the room. Have one pupil look for the object while the others keep their eyes closed. Guide the pupil to the object, to save time, if he has trouble finding it. Say:

CLOSE YOUR EYES. (or: PUT YOUR HEADS DOWN ON YOUR DESK)
I'M GOING TO HIDE THE EGG-BEATER IN THE ROOM.
Hide the egg-beater.

JOE, COME AND LOOK FOR THE EGG-BEATER.
Joe finds the egg-beater and takes it back to his chair.

Speaking to the group, say:
OPEN YOUR EYES.
JOE, ASK SOMEONE TO GUESS WHERE THE EGG-BEATER WAS.

Joe: MARY, WHERE WAS THE EGG-BEATER?

(Have Mary phrase it as a question.)

Mary: WAS IT ON THE DESK?

Joe: YES, IT WAS.
NO, IT WASN'T

If Mary doesn't guess correctly, have Joe ask other pupils until someone does guess correctly. Continue the test with other objects until all the pupils have had a turn to both question and answer.

Lesson 21

d. [ay] ---> * [oy] in "bite."

e. [oy] ---> * [oy] in "boy."

Lesson 22

Teaching Points

a. The high front diphthong [iy].

b. The low high front vowel [i].

c. Yes-no questions with "was" or "were."

d. "Was" or "were" in these questions followed by the predicatives: noun, adjective, or locative phrases.

e. Responses to such questions.

f. "Was" with "he," "she," "it," or singular nouns as subject.

g. "Were" with "they" or plural nouns as subject.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [i] and [iy], as in "mitt" and "meat."

2. The learner will be able to ask yes-no questions like the following:

Was it a bike?
Were they at the beach?

3. The learner will be able to respond to such questions with short answers like the following:

Yes, it was.
No, it wasn't.

Yes, they were.
No, they weren't.

B. Test: See page 5.

II. MATERIALS

Pictures of a baseball mitt, and of some meat.

III. PROCEDURES

A. Pronunciation

1. Hold up the appropriate picture each time. Model: (3).

MITT - MEAT

MEAT - MITT
MEAT - MITT
MITT - MEAT

2. Hold up the picture of a mitt in one hand and the picture of the meat in the other hand. When you say "mitt," have the pupils point to the picture of the mitt; when you say "meat," have the pupils point to the picture of the meat. Recognition: (5).

MITT MEAT MEAT MITT MEAT MITT MITT

3. Repeat step 2, but this time have the pupils repeat each word after you. Echo: ◌ (3), ⨀ .

4. Free Dialog. Encourage the pupils' expanded comments.

WHO LIKES MEAT?

Jane: I LIKE MEAT. MY MOTHER BUYS MEAT.

Joe: WE HAVE MEAT, TOO. MY DAD LIKES HAM AND I LIKE HOT DOGS.

ETC.

Hold up the picture of the meat. You might suggest expanded comments by whispering them in the pupil's ear.

DOES ANYONE HAVE A MITT?

Tom: I DO. MY MITT IS BROWN. I GOT IT FOR MY BIRTHDAY.

Ann: I DON'T HAVE A MITT, BUT MY BROTHER DOES. HE PLAYS BASE-BALL AFTER SCHOOL.

ETC.

B. Presentation

1. Free Dialog:

JOE, COME HERE.
WHISPER THE NAME OF AN ANIMAL TO ME.

Joe: (Whispering to you) A DOG.

JOE SAID THE NAME OF AN ANIMAL. WHAT WAS IT, JANE?

Jane: WAS IT A CAT?

NO, IT WASN'T.

WAS IT A COW?

NO, IT WASN T.

TOM, WHAT WAS IT?

Tom: WAS IT A TIGER?

NO, IT WASN'T.

WAS IT A DOG?

YES, IT WAS.

Continue till everyone has had a chance to guess.

You might give hints like "It barks" or "It says, bow-wow."

Let each pupil have two guesses until someone guesses correctly.

2. Repeat step 1 with the name of a toy, the name of something you play on at recess, the name of a game the pupils like to play. Let the pupils take the role of the teacher.

3. Free Dialog (riddles):

I'M GOING TO TELL YOU A RIDDLE.

THERE WAS A LITTLE GIRL. SHE WAS
LOOKING IN A MIRROR. SHE WAS
BRUSHING HER TEETH. WHAT ROOM
WAS SHE IN?

Tom: WAS SHE IN THE BATHROOM?

YES, SHE WAS.

If the pupil doesn't guess correctly, ask someone else.

HERE'S ANOTHER ONE.
A MAN WAS READING THE PAPER.
A LITTLE BOY WAS WATCHING
TELEVISION. WHAT ROOM
WERE THEY IN?

Jane: WERE THEY IN THE LIVING ROOM?

Accept any reasonable answer.

YES, THEY WERE.

4. Let pupils take your role in making up riddles about the various rooms, perhaps about the same rooms but described differently.

5. Free Dialog (riddles):

A BOY HAD A BIRTHDAY.
HE GOT A TRIKE.
HOW OLD WAS HE?

1st L: WAS HE FIVE?

NO, HE WASN'T.

WAS HE FOUR?

If the pupil hasn't guessed correctly by the second try, give another pupil two guesses.

YES, HE WAS.

WHAT COLOR WAS THE TRIKE?

2nd L: WAS IT RED?

YES, IT WAS.

Let pupils take your role in making up riddles about people.

Lesson 22

Test:

Tell stories like those below until each pupil has had a chance to make two guesses. Whisper the answer to a different pupil, before you tell each story, so that the pupil (Tom in the first example) may be able to reply to the guesses.

A GIRL WENT TO A TOY STORE.
SHE SAW WHAT SHE WANTED.
IT WAS RED. IT HAD TWO WHEELS.
WHAT WAS IT?

Jane: WAS IT A BIKE?

Tom: NO, IT WASN'T.

Jack: WAS IT A SCOOTER?

Tom: YES, IT WAS.

TWO BOYS WENT ON THEIR VACATION.
THEY WENT SWIMMING. THEY PLAYED
IN THE SAND. WHERE WERE THEY?

Mary: WERE THEY AT THE BEACH?
Jack: YES, THEY WERE.

A GIRL WENT TO A PARTY.
SHE WORE A NEW DRESS.
WHAT COLOR WAS IT?

Paula: WAS IT YELLOW?

Mary: NO, IT WASN'T.

George: WAS IT BLUE?

Mary: YES, IT WAS.

Likely Errors

a. [iy] → *[ʌi] in "meet." The symbol ʌ indicates that the tongue is higher than for [i].

b. [i] → * [ʌi] in "mitt."

c. Was it a bike? → *Is it a bike? (Where the reference is to a situation in the past.)

d. Were they at the beach? → *Was they at the beach?

e. Was he at the store? → *Were he at the store?

Lesson 23

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [e] and [ey], as in "wet" and "wait."

2. The learner will be able to ask <u>where</u> questions like the following:

   Where were they last summer?
   Where was he last summer?

3. The learner will be able to respond to such questions with answers like the following:

   They were on a boat.
   He was at the beach.

4. New vocabulary: wet, wait.

B. Test: See page 6.

II. MATERIALS

A. A picture of someone out in the rain without a raincoat or an umbrella and a picture of a policeman or crossing guard with his hand signaling the people at the corner to wait.

B. A picture of one or more people on vacation; for example: at the beach, in the mountains, at a lake, at a camp, at Disneyland, in Mexico, at a farm, at a ranch, on a boat, etc.

C. Toys to place around the room, such as an airplane, a car, a truck, a doll, a ball, marbles, jacks, or a puppet. You may substitute other toys with which the

Teaching Points

a. The mid front diphthong [ey].

b. The lower mid front vowel [e].

c. <u>Where</u> questions with "was" and "were."

d. Responses to such questions.

e. "Was" with "he," "she," "it," or singular nouns as true subject.

f. "Were" with "they," "you," or plural nouns as true subject.

pupils are familiar. Supply a toy for each pupil and one for yourself.

III. PROCEDURES

A. Pronunciation

1. Free Dialog. Hold up the picture of someone in the rain.

WHAT'S GOING TO HAPPEN TO HIM?

1st L: HE'S GOING TO GET WET. — Supply the answer if necessary.

YES, HE'S GOING TO GET WET. DID YOU EVER GET WET?

YES, I FELL IN THE DITCH ONCE. I GOT MY SHOES WET. MY MOTHER GOT REAL MAD. — Encourage expanded answers.

2nd L: I WALKED HOME IN THE RAIN. MY HAIR GOT WET. I GOT A COLD.

ETC.

2. Model: (2).
Echo: ◯ (3), ⊙.

WET.

WET.

3. Free Dialog. Hold up the picture of the policeman.

WHAT DOES HE WANT THEM TO DO?

1st L: HE WANTS THEM TO WAIT.

Supply the answer if necessary. If the pupil says, "He's telling them to stop," agree and simply add that he also wants them to wait.

WHEN DO YOU HAVE TO WAIT?

2nd L: WHEN THE CROSSING GUARD BLOWS HIS WHISTLE. HE MAKES US WAIT.

3rd L: WHEN A CAR IS COMING I WAIT.

ETC.

Encourage expanded answers.

4. Model: (2). Echo: ○ (3), ⊙.

WAIT.

WAIT.

5. Point to the appropriate picture each time. Say the two words "wet" and "wait" randomly, for example:
Model: (3).

WET - WAIT
WET - WAIT
WAIT - WET
WET - WAIT

6. As you say each word, have the pupils point to the appropriate picture.
Recognition: (5).

WET WAIT WAIT WET WAIT WET WET

WAIT WET

7. Repeat step 6, but this time have the pupils repeat the word after you.
   Echo: ○ (3), ⊙ .

B. Presentation

1. Free Dialog. Have the pupils close their eyes while you put the toys around the room.

   JOE, GET THE BALL.

   Joe gets the ball and come back to his seat.

   WHERE WAS THE BALL, JOE?

   Joe: IT WAS ON THE FLOOR.

   Repeat the procedure with every pupil.

2. Chain Dialog. Every pupil has on his desk the toy he found.

   WHERE WAS YOUR PUPPET, MARY?

   Mary: IT WAS ON THE TABLE.
   WHERE WERE YOUR MARBLES, TOM?

   Tom: THEY WERE BY THE DOOR.
   WHERE WERE YOUR JACKS, PETER?

   ETC.

3. Chain Dialog. Put the pictures of people on vacations on the chalk rail. Say, "Last summer some people went somewhere." Then point to one of the pictures:

   THEY WERE AT THE BEACH.
   THEY SWAM IN THE WATER.
   WHERE WAS <u>HE</u> LAST SUMMER?

1st L: HE WAS IN THE MOUNTAINS.
HE SAW MANY BIRDS.
WHERE WAS SHE LAST SUMMER?

(Point to another picture and give "he" a contrastive stress.) Encourage expanded comments but do not insist on them.

2nd L: SHE WAS AT DISNEYLAND.
ETC.

4. Chain Dialog.

I WAS IN MEXICO LAST SUMMER.
I SAW A BULLFIGHT.
WHERE WERE YOU LAST SUMMER?

Give the pronouns contrastive stress when a different person is referred to.
Encourage expanded answers.

1st L: I WAS AT CAMP. I WENT SWIMMING. WHERE WERE YOU LAST SUMMER?

2nd L: I WAS AT YOSEMITE. I SAW A BEAR. I SLEPT IN A TENT. WHERE WERE YOU LAST SUMMER?

ETC.

Test:

Have the pupils close their eyes while you put the vacation pictures, picture-side turned away, on the chalk rail. Ask a pair of pupils to come to the front. Have one of the pair select a picture, show it to the other, and ask:

1st L: WHERE WERE THEY LAST SUMMER?

2nd L: THEY WERE ON A BOAT. WHERE WERE YOU LAST SUMMER?

1st L: I WAS AT A RANCH LAST SUMMER.

Call on other pairs of pupils to imitate the dialog.

Likely Errors

a. [-y] ⟶ *[-yʌ] in "wait."

b. [e] ⟶ *[ʌe] in "wet."

c. Where were the boys? ⟶ *Where was the boys?

d. Where were they? ⟶ *Where was they?

Lesson 24

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [ɔ] and [ɔy] , as in "ball" and "boil."

2. The learner will be able to ask <u>who</u> and <u>what</u> questions like the following:

   What was on the pink chair?
   Who was on the black chair?

3. The learner will be able to respond to such questions, respectively, with answers like the following:

   (Some) marbles.
   Some marbles were.
   Some marbles were on the pink chair.
   There were some marbles on the pink chair.

   Joe.
   Joe was.
   Joe was on the black chair.

4. New vocabulary: boil.

B. Test: See page 5

II. MATERIALS

A. Pictures of a ball, water boiling in a pan, and a girl (named Joy) wearing a red dress.

B. Four extra chairs, each decorated with a different color, e.g. pink, black, purple, orange. Tape colored construction paper or tie crepe paper to the chairs for the color designation.

Teaching Points

a. The low back rounded diphthong [ɔy] .

b. The low back rounded vowel [ɔ] .

c. <u>Who</u> and <u>what</u> questions with "was" followed by a locative phrase.

d. Responses to such questions, which may include "were," for example, to the question: "Who was at the party?" the responses may be: "John, Peter, Mary, ..." or "John was," "Peter was," or "John and Mary were," etc.

C. An object or set of objects for each pupil. Use any familiar objects. If you use new objects, be sure the pupils can identify the objects by name.

III. PROCEDURE

A. Pronunciation

1. Free Dialog. Hold up the picture of a ball.

Teacher	Pupils
WHAT'S THIS?	
	A BALL.
YES, IT IS. RIGHT. IT'S A BALL.	

2. Free Dialog. Hold up the picture of something boiling in a pan.

Teacher	Pupils	Notes
WHEN WATER GETS VERY HOT, WHAT DOES IT DO?		
	IT BOILS.	Supply the answer if necessary.
YES, WATER BOILS. WHAT ELSE BOILS?		
	SOUP BOILS, TOO. I LIKE TOMATO SOUP.	Encourage the pupils to make comments.
	WE BOIL WATER IN A TEA KETTLE. IT STEAMS. STEAM IS HOT.	
	ETC.	

3. Model: (2), Echo: ◯ (3), ⊙.

Teacher	Pupils
BOIL	
	BOIL

4. Point to the appropriate picture each time. Say the two words, "boil" and "ball" in random order, for example:
Model: (3).

BOIL - BALL
BOIL - BALL
BALL - BOIL
BOIL - BALL

5. As you say each word, have the pupils point to the appropriate picture.
Recognition: (5).

BOIL BALL BALL BOIL BALL BALL BOIL BOIL BALL

6. Repeat step 5, but this time have the pupils repeat the words after you.
Echo: ○ (3), ⊙ .

7. Show the picture of the girl wearing a red dress.

THIS IS JOY. — Point to the girl.
I TOOK HER PICTURE YESTERDAY.
JOY WORE A RED DRESS. — Point to the red dress.

B. Presentation

1. Model with two puppets or two pupils. Put an object on each of the colored chairs. Let both puppets look at the objects on the chairs. Have one puppet turn away while you remove the objects. Then have the other puppet ask:
Model: (2), Echo: ○ (2), ⊙ .

1st Puppet: WHAT WAS ON THE PINK CHAIR?

WHAT WAS ON THE PINK CHAIR?

2nd Puppet: A PENCIL.

A PENCIL.

2. Memory Game: Have one pupil, say Joe, turn his back or close his eyes while you put a different object on each colored chair. Let Joe look at the chairs briefly, then remove the objects. Give Joe a colored paper bookmark each time he answers correctly.

WHAT WAS ON THE PINK CHAIR, JOE?

Joe: A PENCIL.

YES.
MARY, YOU ASK JOE WHAT WAS ON ONE OF THE CHAIRS.

Mary: WHAT WAS ON THE BLACK CHAIR, JOE?

Joe: A DOLL.

Mary: NO, THEY WERE YO-YOS.

Have two other pupils ask Joe what was on the other chairs. Continue, scrambling objects or using different objects, until everyone has had a turn at Joe's role. Occasionally, put more than one object on a chair.

3. Repeat steps 1 and 2, but this time have pupils sit on the chairs instead of placing objects on them and substitute the structure. "Who was on the pink chair?" Occasionally have two pupils sit on one chair. If you have a small group you may want to use only two or three colored chairs. Count the bookmarks each pupil has at the end to determine the winner(s).

Note that the questions are asked <u>after</u> the objects have been removed. This is important in order to justify the use of past tense.

Lesson 24

Test:	Likely Errors
1. Repeat the memory game in steps 2 and 3 under Presentation, but mix objects and pupils, such as, a pupil on the black chair, a doll on the pink chair, marbles on the purple chair, and a pupil on the orange chair. This will force the pupils to discriminate between "who" and "what." Be sure every pupil asks at least one question 2. Point at the "ball" and "boil" pictures randomly and quickly and have individuals say "It's a ball " or "It's boiling " when each is appropriate.	a. [-y] ---> * [-y^] in "boil." (See lesson 21). b. [ɔ] ---> * [o] in "ball." c. The marbles were on the pink chair. ---> *The marbles was on the pink chair.

Lesson 25

I. OBJECTIVES

A. Content

1. The learner will become familiar with yes-no questions, and with where, who, and what questions like those in lessons 22, 23, and 24.

2. The learner will become familiar with the responses to such questions.

B. No test.

II. MATERIALS

Illustrated stories:

Many illustrated stories are appropriate for the practice of the structures in this lesson. Select a story with which the pupils are familiar and that has suitable illustrations and plot to elicit the questions and responses in lessons 21-24. Because many illustrations are too small to be used effectively with the whole class, the use of an overhead projector is suggested.

The example in this lesson is based on the story "Apples and Eggs" in the California State Series first-reader On Cherry Street, pages 69-72. This story may not be suitable for your group. In that case, select another as suggested above.

III. PROCEDURE

1. Free Dialog. Open the On Cherry Street book to page 69 and show the pupils the first illustration of the story "Apples and Eggs." Ask them some questions about the illustration.

WHAT ARE THEY?

Point to the two girls.

Teaching Points

a. "Was" and "were" as the main verbs in yes-no, where, who, and what questions.

b. "Who" and "what" as the subject of who and what questions, e.g., "Who was on the black chair?" "What was on the pink chair?"

c. The appropriate responses to such questions.

d. The use of "was" with "he," "she," "it," or a singular noun as the subject.

e. The use of "were" with "they," "you," or plural nouns as the subject.

The responses given here are likely ones. Accept any reasonable responses. Correct mistakes in grammar and pronunciation.

TWO LITTLE GIRLS.

WHO ARE THEY?

I DON'T KNOW.

SHE'S SUSAN AND SHE'S BETTY.

Point first to the younger girl and then to the older.

WHERE ARE THEY?

THEY'RE ON THE SIDEWALK.

IS THIS A DUCK?

NO! IT'S A RABBIT.

Point to the rabbit.

WHERE'S THE RABBIT?

IT'S UNDER SUSAN'S ARM.

WHAT'S THAT?

IT'S A TREE.

Point to the tree.

IS IT IN FRONT OF THE GIRLS?

NO, IT'S IN BACK OF THEM.

IS SUSAN IN FRONT?

Point to the younger girl, Susan.

NO, BETTY IS.

2. Read the text of the story on page 69 to the children. Before you begin to read, say:

I'M GOING TO READ THIS PART OF THE STORY TO YOU. LISTEN VERY CAREFULLY. I'M GOING TO ASK YOU SOME QUESTIONS.

3. Free Dialog. Ask the following pertinent questions related to the text of the plot on page 69.

WHAT MADE A JINGLE-JINGLE SOUND?

SOME MONEY.

WHERE WAS THE MONEY?

IT WAS IN BETTY'S POCKET.

MOTHER WANTED THE GIRLS TO GET SOME APPLES AND SOME EGGS. WHERE WERE THE APPLES AND EGGS?

THEY WERE AT THE STORE.

4. Free Dialog. Turn to page 70, let the pupils ask each other questions in the teacher's role about the illustration. Their conversation might go like this:

1st L:	WHERE ARE THEY?	Pointing to the girls.
2nd L:	THEY'RE AT THE STORE. WHO'S HE?	Pointing to the man.
3rd L:	HE'S THE STORE MAN.	
4th L:	WHAT'S THIS?	Pointing to the big bag.
5th L:	A BIG BAG. WHAT'S THIS?	Pointing to the little bag.
4th L:	THAT'S A LITTLE BAG.	
6th L:	WHERE'S THE MONEY?	
7th L:	THERE. IN BETTY'S HAND. SHE'S GIVING IT TO THE MAN.	

5. Read page 70 to the pupils. Before you begin to read, say:

LISTEN VERY CAREFULLY.

6. Free Dialog. Have the pupils ask each other questions about what you've just read to them.

1st L: WHAT'S HIS NAME?

2nd L: MR. MAC. WHAT'S IN THE BIG BAG?

3rd L: APPLES. WHAT'S IN THE LITTLE BAG?

1st L: EGGS.

4th L: ARE THEY IN A BIG STORE?

5th L: NO, IT'S A LITTLE STORE.

7. Repeat steps 4, 5, and 6 with pages 71 and 72.

Lesson 28

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [ow] and [ɔ] , as in "coat" and "caught."

2. The learner will be able to ask where questions like the following:

   Where will Joe be?
   Where will the rabbits be?

3. The learner will be able to respond to such questions with answers like the following:

   He'll be in the garden.
   They'll be by the river.

4. New vocabulary: caught, tortoise

B. Test: See page 5.

II. MATERIALS

A. Cutouts of a tortoise and a rabbit.

B. Pictures of a girl wearing a coat and of a boy with a fish, either on his fishing pole or on a string.

C. A story strip (See step 1 under Presentation.)

III. PROCEDURES

A. Pronunciation

1. Free Dialog. Hold up the picture of the girl wearing a coat.

Teaching Points

a. The mid back rounded diphthong [ow] .

b. The low back rounded vowel [ɔ] .

c. Where questions with the future form of "be": "will be."

d. The responses to such questions.

Teacher	Student	Notes
MARY'S MOTHER TOOK HER TO THE STORE TO BUY HER A NEW COAT. SHE BOUGHT HER A BLUE ONE. WHAT DID MARY'S MOTHER BUY MARY?	SHE BOUGHT HER A [NEW / BLUE] COAT.	Echo intonation. [bɔt] for "bought."
GEORGE, WHAT DOES MARY HAVE?	SHE HAS A NEW COAT.	

2. Model: (2). Echo: ◯(2).

Teacher	Student
MARY HAS A NEW COAT.	MARY HAS A NEW COAT.
MARY'S MOTHER BOUGHT HER A NEW COAT.	MARY'S MOTHER BOUGHT HER A NEW COAT.

3. Free Dialog. Hold up the picture of the boy with the fish.

Teacher	Student
JACK WENT FISHING. HE CAUGHT A BIG FISH. HE WAS VERY PROUD. WHAT DID JACK CATCH?	HE CAUGHT A BIG FISH.

4. Model: (2). Echo: ◯ (2).

Teacher	Student
HE CAUGHT A FISH.	HE CAUGHT A FISH.

5. Hold up the picture of the girl in the coat.
   Model: (2).

3 OF 5

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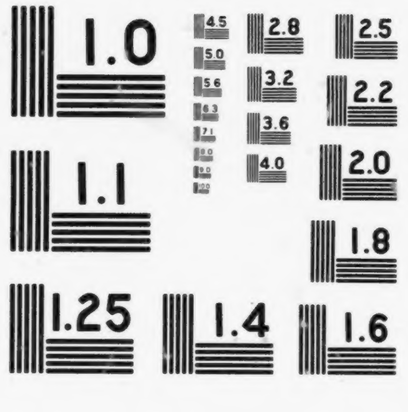


MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

SHE HAS A NEW COAT.

Repeat twice. Hold up the picture of the boy with the fish.

HE CAUGHT A BIG FISH.

6. In random order, hold up the pictures alternately and have individuals respond with:

Show the picture of the girl.	SHE HAS A NEW COAT.
Show the picture of the boy.	HE CAUGHT A BIG FISH.
Show the picture of the boy.	HE CAUGHT A BIG FISH.
Show the picture of the girl.	SHE HAS A NEW COAT.

ETC.

B. Presentation

1. Tell the story below using the tortoise and rabbit cutouts and a chart which depicts a starting line, a fence, a garden, an apple tree, and a river.

As the story progresses show the position of the animals on the chart by moving the cutouts.

THE RABBIT AND THE TORTOISE DECIDED TO HAVE A RACE, "LET'S RACE TO THE RIVER," SAID THE TORTOISE.

"O.K." SAID THE RABBIT. "I CAN BEAT YOU. YOU'RE SO SLOW."

"WE'LL SEE," SAID THE TORTOISE.

SO THEY STARTED TO RACE. THE RABBIT GOT TO MRS. BROWN'S GARDEN. HE LOOKED BACK AT THE TORTOISE. THE TORTOISE WAS JUST CRAWLING UNDER THE FENCE. HE WAS VERY SLOW.

THE RABBIT GOT TO TO THE APPLE. HE LOOKED BACK AT THE TORTOISE. THE TORTOISE WAS JUST CRAWLING THROUGH MRS. BROWN'S GARDEN. HE WAS VERY SLOW.

THE RABBIT GOT TO THE SCHOOLHOUSE. THE TORTOISE WAS JUST CRAWLING PAST THE APPLE TREE. SO THE RABBIT SAID, "OH HE'S SO SLOW. I CAN SLEEP FOR A LITTLE WHILE AND STILL WIN THIS RACE." SO HE WENT TO SLEEP.

THE LITTLE TORTOISE CRAWLED AND CRAWLED. HE CRAWLED PAST THE SCHOOLHOUSE. HE CRAWLED PAST THE RABBIT WHILE THE RABBIT WAS SLEEPING. AND HE CRAWLED TO THE RIVER.

THEN THE RABBIT WOKE UP. HE RAN VERY FAST, BUT THE TORTOISE WON THE RACE. THE RABBIT WAS VERY ANGRY.

2. Free Dialog.

NOW, LET'S GO THROUGH THE RACE AGAIN.
Move the cutouts as you do.

THE RABBIT WILL BE IN MRS. BROWN'S GARDEN. WHERE WILL THE TORTOISE BE?

HE'LL BE BY THE FENCE.

THE RABBIT WILL BE UNDER THE APPLE TREE. WHERE WILL THE TORTOISE BE?

HE'LL BE IN MRS. BROWN'S GARDEN.

THE RABBIT WILL BE BY THE SCHOOLHOUSE. WHERE WILL THE TORTOISE BE?

HE'LL BE UNDER THE APPLE TREE.
HE'LL BE BY THE RIVER.

Repeat with pairs of children, one of the pair taking your role.

Test:

Chain Dialog: Play a guessing game with the story chart.

I AM GOING TO PUT THE RABBIT (OR TORTOISE) BY SOMETHING ON THE CHART. IT'S BROWN. IT'S MADE OF WOOD. WHERE WILL HE BE?

Tom: HE'LL BE BY THE FENCE.

YOU'RE RIGHT.
Place him by the fence.
NOW IT'S YOUR TURN, TOM.

Tom: I'M GOING TO PUT THE TORTOISE BY SOMETHING ON THE CHART. IT HAS FLOWERS. THE FLOWERS ARE RED AND YELLOW. WHERE WILL HE BE?

Jane: HE'LL BE IN MRS. BROWN'S GARDEN. I'M GOING TO PUT THE ...

ETC.

About half-way through the game, change the pattern to:

I'M GOING TO PUT THE TORTOISE AND THE RABBIT BY SOMETHING ON THE CHART. IT'S RED. WHERE WILL THEY BE?

Joe: THEY'LL BE BY THE SCHOOLHOUSE.

ETC.

Likely Errors

a. [ow] → *[o] in "coat."

b. [ɔ] → *[o] in "caught" and "bought."

c. Where will Joe be? → *Where Joe will be?

d. In the garden. → *The garden (In response to a <u>where</u> question.)

Lesson 29

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [aw] and [a] as in "pound" and "pond."

2. The learner will be able to ask who and what questions like the following:

   Who will be [a / the] nurse?

   What will become a flower?

3. The learner will be able to respond to such questions with answers like the following:

   Mary.
   Mary will.
   Mary will be [a / the] nurse.

   The seed.
   The seed will become a flower.

B. Test: See pages 6 and 7.

II. MATERIALS

A. A picture of a boy or girl holding a bag and a duck in a pond.

B. Four 2-sided pictures:

(a) side 1: a seed in the ground, sun in sky
side 2: a flower which has grown from the seed (the seed can still be seen)

Teaching Points

a. The low central rounded dipthong [aw].

b. The low central vowel [a].

c. Who questions about the subject with the future form of "be:" "will be."

d. Responses to such who questions.

e. What questions about the subject with the future form of "become:" "will become."

f. Responses to such what questions.

(b) side 1: an egg
side 2: a chick

(c) side 1: a girl
side 2: a nurse

(d) side 1: a boy
side 2: a policeman

III. PROCEDURES

A. Pronunciation

1. Present the picture of the boy holding the bag.
Model (3). Echo: ◯ (3).

HE HAS A POUND OF CANDY.

HE HAS A POUND OF CANDY.

2. Point to the bag.
Model (3). Echo: ◯ (3).

A POUND OF CANDY.

A POUND OF CANDY.

3. Free Dialog. Call on at least half of the class.

WHAT DOES HE HAVE?

A POUND OF CANDY.

4. Present the picture of the duck in the pond.
Model (3). Echo: ◯ (3).

THE DUCK IS IN A POND.

THE DUCK IS IN A POND.

5. Point to the pond.
Model (3). Echo: ◯ (3).

A POND.

A POND.

6. Free Dialog. Call on half of the class not called in step 3.

WHERE'S THE DUCK?

IN THE POND.

B. Presentation

1. Present the picture of the seed and the flower

Show side 1 of the card.

THIS IS A LITTLE SEED.
IT IS IN THE GROUND.
THE SUN WILL MAKE IT WARM. THE RAIN WILL GIVE IT WATER.

THE SEED WILL BECOME A FLOWER.

After you make the statement, turn the card to side 2.

2. Model the response before you model the question again. Do the same in the echo activity.
Model: (3). Echo: ◯ (3).

WHAT WILL BECOME A FLOWER?

WHAT WILL BECOME A FLOWER?

THE SEED WILL BECOME A FLOWER.

THE SEED WILL BECOME A FLOWER

3. Free Dialog. Call on at least half of the class.

WHAT WILL BECOME
A FLOWER?

> THE SEED.
> THE SEED WILL.
> THE SEED WILL BECOME A FLOWER.

4. Present the picture of the chick and the egg.

Show side 1 of the card.

THIS IS AN EGG.
THE MOTHER HEN WILL
SIT ON THE EGG. SHE
WILL KEEP IT WARM.

THE EGG WILL BECOME
A CHICK.

After you make the statement, turn the card to side 2.

5. Model and echo the question and response together, as you did in step 2.
Model: (3), Echo: ◯ (3).

WHAT WILL BECOME
A CHICK?

WHAT WILL BECOME A CHICK?

THE EGG WILL BECOME
A CHICK.

THE EGG WILL BECOME A CHICK.

6. Free Dialog. Call on the half of the class not called in step 3.

WHAT WILL BECOME
A CHICK?

> THE EGG.
> THE EGG WILL.
> THE EGG WILL BECOME A CHICK.

7. Present the picture of the boy and the policeman.

   THIS IS TOM.
   HE IS A BOY.

   TOM WILL BE A
   POLICEMAN.

8. Model and echo the question and response together, as in step 2.
   Model: (3). Echo: ◯ (3).

   WHO WILL BE A
   POLICEMAN?

   WHO WILL BE A POLICEMAN?

   TOM WILL BE A
   POLICEMAN.

   TOM WILL BE A POLICEMAN.

9. Free Dialog. Call on half the class.

   WHO WILL BE A
   POLICEMAN?

TOM. TOM WILL. TOM WILL BE A POLICEMAN.

10. Present the picture of the girl and the nurse.

    Show side 1 of the card.

    THIS IS MARY.
    SHE'S A GIRL.

    MARY WILL BE A
    NURSE.

    After you make this statement, turn the card to side 2.

11. Same procedure as in step 2.
    Model: (3). Echo: ◯ (3).

WHO WILL BE A
A NURSE?

WHO WILL BE A NURSE?

MARY WILL BE
A NURSE.

MARY WILL BE A NURSE.

12. Free Dialog. Call on the other half of the class.

WHO WILL BE A
NURSE?

MARY. MARY WILL. MARY WILL BE A NURSE.

13. Chain Dialog. Using side 2 of each picture, cue the following:

Show the flower.

1st L: WHAT WILL BECOME A FLOWER?

2nd L: THE SEED WILL.

Show the girl.

WHO WILL BE A NURSE?

3rd L: MARY WILL.

ETC.

Test:

With the pictures used in the presentation, let the children take turns describing and asking about them.

Hold up the picture of the seed.

Likely Errors

a. A slow progression from [a] to [w] in [aw] so that the child gives the impression of saying two vowels, [a] and [u].

Lesson 29

THIS IS A LITTLE SEED. IT IS IN THE GROUND. THE SUN WILL MAKE IT WARM. THE RAIN WILL GIVE IT WATER. THE SEED WILL BE A FLOWER.

WHAT WILL BECOME A FLOWER.

1st L: THE SEED.
THE SEED WILL.
THE SEED WILL BECOME A FLOWER.

1st L holds up the picture of the girl.

THIS IS MARY. SHE'S A GIRL. MARY WILL BE A NURSE. WHO WILL BE A NURSE.

2nd L: MARY.
MARY WILL.
MARY WILL BE A NURSE.

2nd L holds up the picture of the egg.

THIS IS AN EGG.
THE MOTHER HEN ...
ETC.

b. Who will be a nurse? →
*What will be a nurse?

c. What will be flower? →
*Who will be a flower?

d. Use echo-question intonation.

Lesson 26

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce the glide in [uw], [ow], and [aw], as in "boo," "ghost," and "cow."

2. The learner will be able to produce the final-rise intonation pattern of yes-no questions, as in:

   Will the dog say "bow-wow?"

3. The learner will be able to produce the final-fall intonation pattern of who or what questions as in:

   Who will say "bow-wow?"

4. New vocabulary: ghost, pigeon, coo, boo, bow-wow.

B. Test: See page 5.

II. MATERIALS

A. Stick puppets: a ghost, a dog, a cow, and a pigeon

B. A teapot or a picture of one.

III. PROCEDURES

Presentation

1. Tell the following story with the stick puppets:

Teaching Points

a. The glide to the high back part of the mouth simultaneous with a rounding of the lips in: [uw], the high back, rounded diphthong; [ow], the mid back, rounded diphthong; [aw], the low central, rounded diphthong.

b. The difference between the rhythms of yes-no questions and who and what questions with copula "be." Note that the last full-stressed word normally gets the pitch rise in this pattern, and that "you" is not full-stressed.

   Who are you? (with copula)

   Who will leave? (without copula)

ONCE THERE WAS A LITTLE GHOST. HE COULD SAY "BOO." HE WANTED TO TALK TO SOME ANIMALS. SO HE WENT TO FIND SOME ANIMALS.

FIRST HE MET A COW. "BOO," SAID THE LITTLE GHOST. BUT THE COW SAID, "MOO." SO THE LITTLE GHOST WENT AWAY BECAUSE HE COULDN'T UNDERSTAND THE COW.

NEXT HE MET A PIGEON. "BOO," SAID THE LITTLE GHOST. BUT THE PIGEON SAID, "COO." SO THE LITTLE GHOST WENT AWAY BECAUSE HE COULDN'T UNDERSTAND THE PIGEON.

NEXT HE MET A DOG. "BOO," SAID THE LITTLE GHOST. BUT THE DOG SAID, "BOW-WOW." SO THE LITTLE GHOST WENT AWAY BECAUSE HE COULDN'T UNDERSTAND THE DOG.

THE LITTLE GHOST WAS VERY SAD. HE WENT HOME TO HIS MOTHER AND SAID, "BOO, BOO."

"BOO," SAID HIS MOTHER, "DON'T BE SAD. YOU CAN TALK TO <u>ME</u>."

Say this in a comforting tone of voice.

2. Repeat the story.

3. Free Dialog.

JOE, WHO SAID "BOO?"

Joe: THE LITTLE GHOST SAID "BOO." THE MOTHER SAID "BOO."

JANE, WHO SAID "MOO?"

Jane: THE COW SAID "MOO."

GEORGE, WHO SAID "COO?"

George: THE PIGEON SAID "COO."

AND WHO SAID "BOW-WOW," TOM?

Tom: THE DOG SAID "BOW-WOW."

4. Chain Dialog. Let several children take turns asking about the animals.

Jane: WHO SAID "BOO?"

Joe: THE GHOST.
WHO SAID "MOO?"

Tom: THE COW. WHO SAID. . . ?

ETC.

5. Free Dialog.

NOW I'M GOING TO HOLD UP ONE OF THE PUPPETS AND YOU TELL ME WHAT HE SAID.

Hold up the ghost.
WHAT DID THE GHOST SAY?

BOO.

Hold up the cow.
WHAT DID THE COW SAY?

MOO.

ETC.

6. Let several children take turns holding up the puppets and asking about them as you did in step 5.

7. Free dialog. Ask questions which will elicit negative responses, for example:

Hold up the cow.
WILL THE COW SAY "BOO?"

NO, THE [COW'LL / COW WILL] SAY "MOO."

Then have the cow say "Moo!"
And all the children say "Moo!"

WILL THE DOG SAY "BOO?"

NO, THE DOG WILL SAY "BOW-WOW."

Then have the dog say "Bow-wow!" And all the children say "Bow-wow!"

Continue until everyone has had a turn to respond.

8. Chain Dialog. In the same way as in step 7 (i.e., eliciting negative responses) have the children take turns asking about the animals:

Joe holds up the cow and says:

Joe: WILL THE COW SAY "BOO?"

Provide the questions at first.

Tom: NO, THE COW WILL SAY "MOO." He holds up the pigeon and says: WILL THE PIGEON SAY "BOO?"

Jane: NO, THE PIGEON WILL SAY "COO." WILL THE . . .?

ETC.

Do steps 9 and 10 if there is time.

9. Show the teapot (or picture of one) to the class and recite the following rhyme:

I'M A LITTLE TEAPOT,
HERE'S MY SPOUT. — Point to the spout
PICK ME UP — Pick up the pot.
AND POUR ME OUT. — Make a pouring motion with the pot.

Repeat the rhyme several times, going through the suggested motions.

10. Have the children repeat each line after you. Then let individuals recite the entire rhyme, going through the appropriate motions.

Test:

1. Chain Dialog. Hold up the ghost.

   I'M A LITTLE GHOST. I'M WHITE.
   I LIKE TO TALK. WHAT WILL I SAY?

   1st L: YOU'LL SAY "BOO."
   He chooses one of the puppets and continues.
   I'M A LITTLE COW.
   I'M BROWN AND WHITE.
   I LIKE TO TALK.
   WHAT WILL I SAY?

   2nd L: YOU'LL SAY "MOO."
   I'M A LITTLE...

   ETC.

2. Hold up the dog.

   WILL I SAY "MOO?"

   1st L: NO, YOU'LL SAY "BOW-WOW." Holds up the pigeon.
   WILL I SAY "BOO?"

   2nd L: NO, YOU'LL SAY "COO."
   Holds up the ghost.
   WILL I SAY...

   ETC.

Likely Errors

a. *A glide which goes sharply higher, especially for [ow] and [aw] than the English [-w] does:

   [-w] → *[-w^].

b. *A glide towards the back which is not accompanied by as much rounding as the English [-w] has.

c. [uw] → *[u] in "boo," "coo," and "moo."

d. [ow] → *[o] in "ghost" and "oh."

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [uw] and [u] as in "cooed" and "could."

2. The learner will be able to ask yes-no questions like the following:

   Will it be a dog?
   Will it be brown?
   Will they be in the tree?

3. The learner will be able to respond to such questions with short answers like the following:

   Yes, it will.
   No, it won't.
   Yes, they will.

4. New vocabulary: fishtank

B. Test: See pages 6, 7 and 8.

II. MATERIALS

A. A set of colored chalk or crayons

B. Stick puppets of a pigeon and a cow; and a worm on a piece of wood

C. Felt-pen outlines of trees, sun, and fish (two of each)

D. A picture of a dog, a cat, a fish, a cow; three flowers (red, yellow, blue); three birds (one in a tree, one under a tree, and one peeking out from behind a tree).

Teaching Points

a. The high back rounded diphthong [uw].

b. The lower high back rounded vowel [u].

c. Yes-no questions with the future form of "be": "Will be."

d. The responses to such questions.

III. PROCEDURES

A. Pronunciation

1. Using the stick puppets of the worm and the pigeon, present the following poem. Recite it several times. Model: (3).

   THERE WAS A LITTLE WORM
   CRAWLING ON SOME WOOD.
   "COME FLY WITH US," THE PIGEON COOED,
   "I WISH I COULD, I WISH I COULD."

2. Recite one line at a time and have the pupils repeat it after you.
   Echo: ◯ (3), ⊙.

   THERE WAS A LITTLE WORM.

   THERE WAS A LITTLE WORM.

   CRAWLING ON SOME WOOD.

   CRAWLING ON SOME WOOD.

   "COME FLY WITH US,"
   THE PIGEON COOED,

   "COME FLY WITH US," THE
   PIGEON COOED,

   "I WISH I COULD.
   "I WISH I COULD."

   "I WISH I COULD, I WISH I
   COULD."

3. Let several children take turns trying to recite the poem from memory, using the stick puppets as they do so.

   Prompt the lines when a child cannot remember.

4. Using the worm and the cow stick puppets, introduce this variation of the last two lines:
Model: (3).

"COME PLAY WITH US," THE BROWN COW MOOED,
"I WISH I COULD, I WISH I COULD."

5. Recite one line at a time and have individuals recite it by themselves, using the puppets.
Echo: ◯ (3), ⨀.

Do steps 4 and 5 if there is time enough to do the pronunciation and the test also.

B. Presentation

1. Response:

I'M GOING TO DRAW SOMETHING ON THE CHALKBOARD. WHAT WILL IT BE?
FIRST I'LL DRAW THIS:

WILL IT BE A BOY?

| YES, IT WILL.
NO, IT WON'T. |

NOW I'LL ADD THIS:

WILL IT BE A DOG?

NO, IT WON'T.

NOW I'LL ADD THIS:

WHAT WILL IT BE?

WILL IT BE A | RABBIT?
FLOWER?
ETC. |

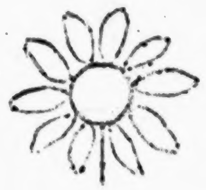
NOW I'LL ADD THIS:

Prompt the children to say the question, rather than the statement response, e.g., "A rabbit," "A flower," etc.

WHAT WILL IT BE?

WILL IT BE A DOG? / CAT? / RABBIT? / ETC.

NO. (Complete the drawing as you say:) IT'S A ________.



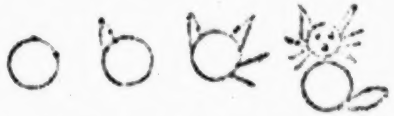
FLOWER!

2. Repeat step one with another series of line drawings. Be sure to elicit the patterns:

Yes, it will.
No, it won't.
Will it be a ________?

Suggested drawings:

DOG:

CAT: 

3. Put up the felt-pen outline of the tree on a chart rack or on the chalkboard ledge.

I'M GOING TO COLOR THE TREE.
Point to the leafy part.
WHAT COLOR WILL IT BE?
WILL IT BE RED?

NO, IT WON'T.

WILL IT BE GREEN?

YES, IT WILL.

Color it green with a few quick strokes of the crayon or chalk.

4. Put up the outline of the sun.

I'M GOING TO COLOR THE SUN.
WHAT COLOR WILL IT BE?

WILL IT BE YELLOW? — Prompt the question.

YES, IT WILL.
Color it yellow.

5. Free Dialog.

JOE, YOU COME UP AND COLOR THIS ONE. — Put up the fish.

Joe: I'M GOING TO COLOR THE FISH.
WHAT COLOR WILL IT BE?

Jane: WILL IT BE GREEN?

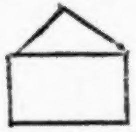
Joe: NO, IT WON'T.

Tom: WILL IT BE BLUE?

Joe: YES, IT WILL. — Joe colors it blue.

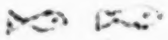
6. Repeat step 4 with different children, using the outlines of the tree, the sun, and the fish.

7. Draw: A house A tree A fishtank — Identify each one as you draw it.



I'M GOING TO DRAW SOME FISH.
GUESS WHERE THEY'LL BE.

WILL THEY BE IN THE FISHTANK?

YES, THEY WILL.
Draw two fish in the tank: 

I'M GOING TO DRAW SOME BIRDS.
WILL THEY BE IN THE FISHTANK?

NO, THEY WON'T. THEY'LL BE IN THE TREE.

Draw two birds in the tree.

YOU'RE RIGHT.

I'M GOING TO DRAW A MOTHER AND FATHER. WHERE WILL THEY BE?

WILL THEY BE IN THE HOUSE?

Draw a mother and father in the house.

YES THEY WILL.

Test:

1. Show the class the pictures of the dog, cat, fish, and cow. Show each picture as you name it. After the children have looked at them mix them up and stack them face down on the table.

   I HAVE SOME ANIMAL PICTURES.
   ONE IS A DOG, ONE IS A CAT,
   ONE IS A FISH, AND ONE IS A COW.

   I'M GOING TO SHOW YOU ONE.
   GUESS WHICH ONE.

Likely Errors

a. [uw] → *[u] in "cooed" and "blue."

b. Will it be in the tree? → *Will it be in the tree?

c. Will they be in the tree? → *Are they in the tree? (When reference is to a future time.)

d. No, it won't. → *No, it willn't.

Allow three guesses.
Provide the questions at first.

Joe: WILL IT BE THE COW?

Jane: WILL IT BE THE DOG?

Tom: WILL IT BE THE CAT?

Pick up the one on top of the stack. Show it to the class.
TOM, IS RIGHT. IT'S THE CAT.
NOW YOU ASK ABOUT THE PICTURES, TOM.

Tom will show the pictures, just as you did.

Tom: I HAVE SOME PICTURES. ONE IS A DOG, ONE IS A CAT, ONE IS A FISH, AND ONE IS A COW. I'M GOING TO SHOW YOU ONE. WHICH ONE WILL IT BE?

Joe: WILL IT BE THE FISH?

Jane: WILL IT BE THE CAT?

Mary: WILL IT BE THE . . .?

ETC.

2. Repeat step one, first with the flower pictures and then with the birds.

   (a) I HAVE THREE FLOWERS.
   ONE IS RED, ONE IS YELLOW,
   AND ONE IS BLUE. I'M GOING
   TO SHOW YOU ONE. WHAT
   COLOR WILL IT BE?

WILL IT BE THE BLUE ONE? / BLUE?

ETC.

(b) I HAVE THREE BIRDS. ONE IS IN A TREE, ONE IS UNDER THE TREE, AND ONE IS BEHIND THE TREE. I'M GOING TO SHOW YOU ONE. WHERE WILL IT BE?

WILL IT BE UNDER THE TREE?

etc.

Lesson 30

I. OBJECTIVES

A. Content

1. The learner will become more familiar with where, who, what, and yes-no questions, like those in lessons 28 and 29.

2. The learner will become more familiar with the responses to such questions like those in lessons 28 and 29.

B. No test.

II. MATERIALS

A. A set of "occupation" cards such as pictures of: a doctor, a nurse, a grocer, a baker, a teacher, a policeman, a fireman, etc. These should be a size which can be easily shuffled and passed around. Do not include occupations the pupils are not acquainted with.

B. A set of "place" pictures to correspond to the "occupation" cards: a hospital, a grocery store, a bakery, etc.

C. A feltboard with different colored cutouts of objects and animals.

III. PROCEDURES

1. Free Dialog. Pass out an occupation card to each child in the following manner:

Hold up the policeman card.
HERE IS A POLICEMAN.
HE HELPS PEOPLE. WHO WILL
BE THE POLICEMAN?

Teaching Points

a. The future form of "be:" "will be" in where, who, and what questions. (Note: "will be" for what questions instead of "will become" as in lesson 29.)

b. The different responses to such questions.

c. Identification of people according to occupations.

Tom: I WILL.

ALL RIGHT. TOM WILL.
Give him the card.

Hold up the nurse card.
HERE IS A NURSE. SHE
HELPS THE DOCTOR. WHO
WILL BE THE NURSE?

Mary: I WILL.

MARY WILL. Give
her the nurse card.

Continue until each child has a card.

2. Let each child tell about his card and then return it to you.

THIS IS A POLICEMAN. HE HELPS PEOPLE. HE TAKES BOYS AND GIRLS ACROSS THE STREET ... etc.
When he is finished, he will give you his card.

3. After all the cards have been returned, shuffle them and pass them out face down. Begin with:

JOE, WHO WILL BE THE POLICEMAN?

Joe: TOM. Tom turns his card over. If he has the policeman card, Joe gets it. If not, Joe asks someone else:

WHO WILL BE THE POLICEMAN?

If you have a small class, each child may have 2-3 cards.

After the policeman has been found, locate the others in the same manner.

4. Present the place pictures in the following manner:

THIS IS GROCERY STORE.
THE GROCER WORKS HERE.
HE SELLS FOOD. WHO
WORKS IN THE GROCERY
STORE?

THE GROCER.

Echo-question intonation.

Provide the response if necessary.

Put the picture of the grocery store on the chalkboard ledge or on a chart rack, and continue.

THIS IS A BAKERY ...
Etc.

5. Chain Dialog. After all the place pictures have been set up, give one of the occupation cards to a child and ask:

TOM, WHERE WILL THE
GROCER BE?

Tom: HE'LL BE IN THE GROCERY STORE. He puts the grocer by the store, takes another card and asks someone:

MARY, WHERE WILL THE
BAKER BE?

Mary: HE'LL BE IN THE BAKERY. She puts the baker by the bakery and takes another card to ask about.

ETC.

6. Free Dialog. Use the feltboard and the cutouts. Ask questions like the following about the pictures you will make.

I'M GOING TO MAKE A PICTURE OF A TREE, A SUN, AND A HOUSE. WHAT WILL BE GREEN?

THE TREE WILL.

WHAT WILL BE YELLOW?

THE SUN WILL.

7. Chain Dialog. Let the children take turns describing and asking about pictures they make on the feltboard.

Tom: I'LL MAKE A PICTURE OF A SHEEP AND A COW BY A TREE. WHAT WILL BE WHITE?

Jane: THE SHEEP.

WHAT WILL BE ...

Lesson 31

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [i] and [e], as in "pin" and "pen."

2. The learner will be able to pronounce [u] and [ɔ], as in "bull" and "ball."

B. Test: See page 3.

II. MATERIALS

A. A ball, a pen, a pin, a piece of wool, a piece of tin, and a piece of paper with the number "10" on it.

B. A picture of a bull.

III. PROCEDURES

1. Hold up the appropriate object or picture as you say the words, "bull" and "ball," randomly, for example:
   Model: (3).

   BULL - BALL
   BALL - BALL
   BALL - BULL

2. Put the ball and bull at opposite ends of the table. Have the pupils point to the corresponding object as you mention it. Say the two words randomly, for example:
   Recognition: (5).

Teaching Points

a. The difference in tongue height between the high front vowel [i] and the mid front vowel [e].

b. The difference in tongue height between lower high back rounded vowel [u] and the low back rounded vowel [ɔ].

BULL - BALL - BALL - BULL - BULL - BALL - BULL - BALL

3. Repeat step 2 but have the pupils repeat each word after you.
Echo: ◯ (3). ◌ .

4. Repeat steps 1, 2, and 3 with "pin" and "pen."

5. Repeat steps 1, 2, and 3 with "wool" and "wall."

Hold up a piece of "wool" or point to the "wall" in step 1, the children doing the pointing in steps 2 and 3.

6. Repeat steps 1, 2, and 3 with "tin" and "ten."

7. Have two puppets recite, then sing the following song.
Model: (3).

Use the tune of the beginning lines of "Twinkle, twinkle, little Star."

1st Puppet: WILL YOU LISTEN?
2nd Puppet: WELL, I GUESS.
1st Puppet: WILL YOU LISTEN?
2nd Puppet: YES. YES. YES.

[wil] for "will," [lisən] for "listen," [wel] for "well," [ges] for "guess," [yes] for "yes."

8. The 1st puppet will now say either "sit" or "set" instead of "listen." If he says "sit," the 2nd puppet will sit down. If he says "set," the 2nd puppet will set a book down on the table.

[sit] for "sit." [set] for "set."

9. Repeat step 8. This time have the class join you in reciting the lines of the verse.

10. Repeat step 8. This time have a pair of children come to the front, one reciting the first and third lines, the other responding with the second and fourth lines and acting out the response in the fourth line.

Lesson 31

Test:

Put a pin, a pen, a ball, and a picture of a bull together on the table. On another table, near the wall put a little piece of wool, a piece of tin, and a piece of paper with the number "10" on it. Have each pupil, one at a time, follow the directions given to him. It may sound like this:

JOE, PUT THE BULL BY THE TIN. (See if he can do it right.)

TOM, PUT THE PIN BY THE WALL. (See if he can do it right.)

MARY, BRING ME THE "10." (See if she can do it right.)

Now give each pupil a chance to give directions to some of the others. Model sentences if you have to. Give everyone a chance to give directions and to respond to them.

Likely Errors

a. [i] → *[ʌi] ~ *[e] in "pin" and "tin."

b. [u] → *[ʌu] ~ *[o] in "bull" and "wool."

c. [ɔ] → *[o] ~ *[u] in "wall" and "ball."

Lesson 32

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [i] and [e], as in "bit" and "bet."

2. The learner will be able to ask <u>yes-no</u> questions like the following:

   Will it fall?
   Will he eat the apple?
   Will they leave the room?

3. The learner will be able to respond to such questions with short answers like the following:

   Yes, it will.
   No, he won't.
   Yes, they will.

4. New vocabulary: fish, swim, ocean.

B. Test: See page 4.

II. MATERIALS

A. Pictures of the following: apple, milk, fish, bell, marble, ocean, pencil, crayon, door, chair, honey, eraser, car, a girl knitting, and a basketball net.

B. Two puppets

III. PROCEDURES

A. Pronunciation

1. Show the picture of the girl knitting, and say,

<u>Teaching Points</u>

a. The difference in tongue height between the high front vowel [i] and the mid front vowel [e].

b. <u>Yes-no</u> questions with regular verbs (i.e., other than "be") in the future form: "will" + verb.

c. The short responses (with "will" but without the main verb) to such questions.

"She's knitting." Then show the picture of the basketball net, and say, "This is a net." Hold up the picture of a girl knitting when you say "knit." Hold up the picture of a basketball net when you say, "net." Say the words randomly, for example:
Model: (3).

KNIT - NET

KNIT - NET

NET - KNIT

2. Put the pictures of the girl knitting and the basketball net at opposite ends of the table. When you say one of the words, have the pupils point to the appropriate picture.
Recognition: (5).

KNIT - NET - NET - KNIT - NET - NET - KNIT - KNIT - NET

3. Repeat step 2, but this time have the pupils repeat the word after you.
Echo: ◯ (3), ⊙ .

4. Recite the lyrics to the song and then sing them. Have the children join you whenever they want to (and encourage them to do so), and then finish by reciting the words again.

LISTEN TO MY LESSON WELL,
DON'T YOU TALK UNTIL I TELL,
HOW TO KNIT A NET FOR ME,
HOW TO KNIT A NET FOR ME,
LISTEN TO MY LESSON WELL,
DON'T YOU TALK UNTIL I TELL.

Sing to the tune of "Twinkle, Twinkle, Little Star." Be sure and pronounce very distinctly the different words with the [i] and [e] sounds: "listen," "lesson," "well," "tell," "knit," "net," and "until."

B. Presentation

1. Imitation. Have two hand puppets talking to one another. Put the picture of the fish on the chalk rail and have one of the puppets point to it. Model the dialog three times.

   1st P: THAT'S A FISH. HE LIVES IN THE WATER. HE SWIMS. WILL HE LIKE THE OCEAN?

   Hold up a picture of the ocean when you say the last sentence.

   2nd P: YES, HE WILL. HE'LL LIKE THE OCEAN VERY MUCH!

   Repeat the dialog above but this time have the class and then individuals take the role of the puppets.

   Allow variety in the responses of the child playing the role of the second puppet.

2. Imitation. Have two hand puppets talking to one another. Put the picture of the bees on the chalk rail and point to it. Model the dialog three times.

   1st P: THOSE ARE BEES. THEY BUZZ. THEY MAKE HONEY. WILL THEY STING?

   2nd P: YES, THEY WILL. THEY'LL STING ME. OUCH!

   Repeat the dialog above but this time have the class and then individuals take the role of the puppets.

3. Imitation. Have two pupils take the hand puppets and imitate one of the dialogs above. Give help by modeling as much as you have to. Continue on around the group, the child with the second puppet taking the 1st puppet (and its role) and a new child taking the second puppet (and its role). Give every pupil a chance to participate in one of the dialogs.

Test:

Have a stack of pictures face down on the table. The stack of pictures should include one picture for each of the following words in parentheses: "eat" (apple), "hear" (bell), "write" (pencil), "open" (door), "erase" (eraser), "drink" (milk), "play" (marbles), "draw" (crayon), "sit" (chair), "ride" (car). Show them to the pupils before you put them face down in the stack.

Have Joe take one of the pictures and look at it so that no one else can see it. Joe can say: I HAVE SOMETHING FOR___. That pupil can continue asking Joe questions about the picture as long as Joe has to answer, YES, or until he guesses what Joe has. When Joe answers, "NO," the next pupil can start asking questions. See who can guess first what the picture is. Then have that pupil choose the next picture for the next turn. Give everyone a chance to take part. Help the pupils get started at first by modeling as many questions or answers as you have to. The dialog may sound like this:

Joe: I HAVE SOMETHING FOR TOM.

Tom: WILL I LIKE IT?

Joe: YES, YOU WILL.

Tom: WILL I HEAR IT?

Joe: NO, YOU WON'T.

Mary: WILL HE PLAY WITH IT?

Joe: NO, HE WON'T.

Jane: WILL HE EAT IT?
Joe: YES, HE WILL.
Jane: IT'S AN APPLE.

Likely Errors

a. [i] ⟶ *[ʌi] ~ *[e] in "knit," "milk," "listen," and "fish."

b. Will he eat the apple? ⟶ *Will he eats the apple?

c. No, he won't. ~ No, he won't eat. ⟶ *No, he not eat.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [u] and [ɔ] as in "could" and "cawed."

2. The learner will be able to ask <u>where</u> questions like the following:

   Where will Jane sit?
   Where will Joe go?

3. The learner will be able to respond to such questions with answers like the following:

She'll sit on the first chair. On the first chair.

Joe will go to the playground. To the playground.

4. New vocabulary: first, second, third, fourth, fifth.

B. Test: See page 4.

II. MATERIALS

A. Two puppets

B. A picture of a crow.

III. PROCEDURES

A. Pronunciation

Lesson 33

<u>Teaching Points</u>

a. The difference in tongue height between the high back rounded vowel [u] and the low back rounded vowel [ɔ].

b. <u>Where</u> questions with regular verbs in the future form: "will" + verb.

c. Responses to such questions.

Lesson 33

1. Have two puppets model the following dialog: Model: (3).

   1st Puppet: COULD YOU HEAR THE BIRD YESTERDAY?

   2nd Puppet: YES. HE CAWED.

Hold up a picture of a crow.

Make a cawing sound.

2. Model and echo the question and answer together. Model: (3). Echo: ◯ (3), ⊙

   COULD YOU HEAR THE BIRD YESTERDAY?

   COULD YOU HEAR THE BIRD YESTERDAY?

   YES. HE CAWED.

   YES. HE CAWED.

3. Repeat step 1 having individual pupils take the role of the puppets.

4. Recite the following passage. Have the pupils join in with you. Then have them say it individually.

   THE CROW CAWED AND CAWED AND CAWED.

   HE WASN'T VERY GOOD.

[gud] for "good."

   COULD YOU HEAR HIM WHEN HE CAWED?

   I COULD! I COULD!

B. Presentation

1. Have five chairs lined up in front of the class, one behind the other. Point to each one as you count it.
   Model: (3). Echo: ◉ (3), ⊙.

   THE FIRST CHAIR.

   THE FIRST CHAIR.

   THE SECOND CHAIR.

   THE SECOND CHAIR.

   THE THIRD CHAIR.

   THE THIRD CHAIR.

   THE FOURTH CHAIR.

   THE FOURTH CHAIR.

   THE FIFTH CHAIR.

   THE FIFTH CHAIR.

2. Have two puppets model the following dialog:
   Model: (3).

   1st Puppet: WHERE WILL YOU SIT?

   2nd Puppet: I'LL SIT IN THE THIRD CHAIR.
   WHERE WILL <u>YOU</u> SIT?

   1st Puppet: I'LL SIT IN THE SECOND CHAIR.

   Have the two puppets go sit in the appropriate chairs.

3. Repeat step 2, but this time have the students play the puppets' roles, i.e., they will be asking about themselves and doing the sitting themselves.

Test:

Put five chairs in front of the group in a line, one behind the other. Have Jane stand outside the room while the others guess which chair she will sit on. It may sound like this:

JOE, WHERE WILL JANE SIT?

Joe: SHE'LL SIT ON THE FIRST CHAIR.

MARY, WHERE WILL JANE SIT?

Mary: ON THE FOURTH CHAIR.

TOM, WHERE WILL JANE SIT?

Tom: ON THE THIRD CHAIR.

When all five guesses have been made, have Jane come in and sit on one of the chairs. The person who guessed correctly goes outside for the next turn.

WHERE WILL TOM GO?

Jane: TOM WILL GO OUTSIDE THE ROOM.

Have Jane take your place for the next turn. Give help by modeling sentences if it is necessary. Continue on around the group, turning over the role of asking questions to the pupils.

Likely Errors

a. [u] →* [uw] in "could."

b. [ɔ] →* [o] in "cawed."

c. Where will Jane hide? →*Where Jane will hide?

d. Behind the door. →*The door. (i.e., leaving out the preposition in response to the where question.)

Lesson 34

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [e] and [æ] as in "men" and "man."

2. The learner will be able to ask <u>who</u> and <u>what</u> questions like the following:

   Who'll ride the bicycle?
   What will you give Joe?

3. The learner will be able to respond to such questions with answers like the following:

I will. I'll ride it.

I'll give him an apple. An apple.

4. New vocabulary: sixth, seventh, eighth, ninth, tenth

B. Test: See page 5

II. MATERIALS

A. A picture of a family at home (mother, father, brother, sister, baby, etc.), a picture of ten men, and a picture of one man.

B. A shoebox full of small objects (ball, whistle, comb, balloon, doll, cap, etc.); a newspaper, and a magazine.

Teaching Points

a. The difference in tongue height between the lower mid front vowel [e] and the low front vowel [æ].

b. <u>Who</u> questions about the subject with the future form of regular verbs: "will" + verb.

c. <u>What</u> questions about the <u>direct</u> object with the future form of regular verbs: "will + verb.

III. PROCEDURES

A. Pronunciation

1. Have a picture of ten men standing together. Point to a different man as you count down the line slowly. Model: (3).

   THE FIRST MAN, THE SECOND MAN, THE THIRD MAN, THE FOURTH MAN, THE FIFTH MAN, THE SIXTH MAN, THE SEVENTH MAN, THE EIGHTH MAN, THE NINTH MAN, THE TENTH MAN.

   Point to all of the men

2. Hold up the picture of the ten men, and then hold up a picture of only one man as you say the appropriate word.
   Model: (3).

   MEN

   MAN

3. Put the picture of the men at one end of the table and of the man at the other end. As you say each word, have the pupils point to the appropriate picture.
   Recognition: (5).

   MEN MAN MAN MEN MAN MEN

4. Repeat steps 1 and 2 but this time have the pupils repeat the words after you.
   Echo: ◯ (3), ⊙ .

5. Repeat step 2, but this time have individual pupils say the words when you cue them with the pictures.
   Model: ⊙ .

B. Presentation

1. Have the class line up in front of the room. Count off. Point to each pupil as you count him.
   Model: (3). Echo: ◯ (3), ⊙ .

FIRST	FIRST
SECOND	SECOND
THIRD	THIRD
FOURTH	FOURTH
FIFTH	FIFTH
SIXTH	SIXTH
SEVENTH	SEVENTH
EIGHTH	EIGHTH
NINTH	NINTH
TENTH	TENTH

2. Free Dialog. Have the pupils do the following activities as you mention them.

WHO'LL CLOSE THE DOOR?	
	Joe: I WILL.
ALL RIGHT JOE GO AHEAD. (Have Joe close the door.)	

Lesson 34

WHO'LL ERASE THE BOARD?

Mary: I WILL.

ALL RIGHT MARY GO AHEAD. (Have Mary erase the board.)

WHO'LL BRING ME A BOOK?

Jane: I WILL.

ALL RIGHT JANE GO AHEAD. (Have Jane bring you a book.)

English lexical contrasts in motion designated as "to" or "from" a place is often difficult for pupils to master, such as "bring - take," "come - go." Dont say "take" unless you are as far from the desk as the pupil is. If you are near the desk, substitute "bring."

WHO'LL TAKE THE PENCIL TO MY DESK?

Tom: I WILL.

ALL RIGHT TOM GO AHEAD. (Have Tom take the pencil to your desk.)

Continue on with this activity using verbs such as: touch, sweep, wipe, go, give, jump, put, open, walk, hop, etc.

Use verbs the children are familar with.

3. Chain Dialog. Repeat step 2, only have the children take turns in asking the questions. Give help by modeling sentences if you have to.

4. Chain Dialog. Pick up the shoebox full of many small objects. Start it around the group by giving an object to Joe and by asking him what he will give his neighbor. Have it continue on. Model sentences if you have to. It may sound like this:

I'LL GIVE JOE A WHISTLE.

Give him the whistle and hand him the box.

JOE, WHAT WILL YOU GIVE TOM?

Joe: I'LL GIVE HIM A BALL. TOM, WHAT WILL YOU GIVE MARY?

Tom: I'LL GIVE HER A BALLOON. MARY, WHAT WILL YOU GIVE JANE?

Mary: I'LL GIVE HER A DOLL. JANE, WHAT WILL YOU GIVE PETER?

ETC.

Test:

Chain Dialog. Have a picture of a family at home. Point out to the class the mother, father, brother, sister, baby, etc. Have each pupil ask a question about the picture for his neighbor to answer. Start off the exercise by asking the first question and by modeling others if it is necessary. The questions may be like the following:

WHO'LL SWEEP THE FLOOR?
WHO'LL CRAWL ON THE RUG?
WHO'LL PAT THE DOG?
WHAT WILL HE DRAW?
(Point to the boy.)
WHAT WILL SHE IRON?
(Point to the girl.)
WHAT WILL SHE WASH?
(Point to the girl.)

WHO'LL JUMP IN THE ROOM?
WHAT WILL THEY DRINK?
WHO'LL PLAY WITH THE AIRPLANE?
WHO'LL SIT IN THE HIGHCHAIR?
WHO'LL HELP MOTHER CLEAN THE HOME?

Likely Errors

a. [ae] → * [e] in "man."

b. [e] → * [ae] in "men."

c. Who'll ride the bicycle? → *Who ride the bicycle?

d. What will you give Joe? → *What you will give Joe? or *What you give Joe?

e. I will. → *I do or *I am (in response to, "Who'll ride the bicycle?")

f. An apple. → *Apple. (In response to, "What will you give Joe?")

Lesson 35

I. OBJECTIVES

Content

1. The learner will become familiar with where, who, and what questions like those in lessons 32, 33, and 34.

2. The learner will become familiar with responses to such questions like those in lessons 32, 33, and 34.

Teaching Points

a. The future form of regular verbs ("will" + verb) in:
   (i) who questions about the subject;
   (ii) what questions about the direct object;
   (iii) where questions.

b. Responses to such questions.

II. MATERIALS

A box full of objects: whistle, bell, balloon, ball, comb, jacks, car, airplane, boat, doll, puppet, button, nail, hammer, etc.

III. PROCEDURE

1. Chain Dialog. Have each pupil do the activity in the place where it is suggested by the response. Give help where it is needed by demonstrating actions and modeling sentences.

JOE, WHERE WILL JANE WALK?		Allow short responses.
Joe:	SHE'LL WALK AROUND THE ROOM. JANE, WALK AROUND THE ROOM. JANE, WHERE WILL MARY SKIP?	Jane walks around the room.
Jane:	SHE'LL SKIP ON THE RUG. MARY, SKIP ON THE RUG. MARY, WHERE WILL TOM SIT?	Mary skips on the rug. Allow "On the rug" as a response.

Lesson 35

Mary: HE'LL SIT ON THAT CHAIR. TOM, SIT ON THE CHAIR. TOM, WHERE WILL PETER HIDE?

Tom sits on the chair indicated. Allow a response like "On the chair."

Tom: HE'LL HIDE IN THE CLOSET. ETC.

Peter hides in the closet.

Continue with this activity until everyone has had a chance to take part. You may model sentences using the verbs: crawl, jump, stand, go, hop, put, take, etc.

2. Chain Dialog. Repeat step 1 using a <u>who</u> question and other verbs and activities.

Do not correct full answers, but encourage short responses by giving examples.

JOE, WHO'LL ERASE THE BOARD?

Joe: MARY WILL. MARY ERASE THE BOARD. MARY, WHO WILL OPEN THE CUPBOARD?

Mary erases the board.

Mary: TOM WILL. TOM, OPEN THE CUPBOARD. TOM, WHO WILL WIPE OFF THE TABLE?

Tom opens the cupboard.

Tom: JANE WILL. JANE, WIPE THE TABLE. JANE, WHO WILL TOUCH THE TEACHER?

Jane wipes off the table.

Jane: PETER WILL. PETER TOUCH MISS ______. PETER, WHO <u>WILL BRING</u> ME A BOOK?

Peter touches you.

ETC.

3. Put a box full of objects behind the easel. Have each pupil go behind the easel, one at a time, and choose an object for his neighbor to give to someone else. They will describe the object to see if their neighbor can guess what it is. It may sound like this:

JOE, I HAVE SOMETHING FOR YOU TO GIVE TO MARY. IT IS SMALL. IT MAKES NOISE. TEACHERS USE IT ON THE PLAYGROUND. WHAT WILL YOU GIVE MARY?

Joe: I'LL GIVE HER A WHISTLE. MARY, I HAVE SOMETHING FOR YOU TO GIVE TO JANE. IT'S A TOY. MY FATHER HAS A REAL ONE. WE GO PLACES IN IT. WHAT WILL YOU GIVE JANE?

Allow "A whistle" as a response. Joe take the whistle and gives it to Mary.

Mary: I'LL GIVE HER A CAR. JANE, I HAVE SOMETHING FOR YOU TO GIVE TO TOM. IT'S ROUND. WE PLAY WITH IT AT RECESS. SOMETIMES WE KICK IT. WHAT WILL YOU GIVE TOM?

Allow "A car" as a response. Mary takes the toy car and gives it to Jane.

ETC.

Level II

Lesson 36

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [æ] and [a], as in "sack" and "sock."

2. The learner will be able to pronounce the final-rise intonation pattern of <u>yes-no</u> questions as in:

   Did you put it in the pink sack?

3. The learner will be able to produce the final-fall intonation pattern of <u>where</u> questions, as in:

   Where did I put the green sock?

4. New vocabulary: sock, sack.

B. Test: See pages 5 and 6.

II. MATERIALS

A. Four socks, each a different color, for example: a green sock, a black sock, a white sock, and an orange sock.

B. Four paper sacks, each of a different color, for example: a pink sack, a white sack, a brown sack and a yellow sack.

C. Four shoe boxes (without lids), each a different color, for example: a white box, a blue box, a red box, and a yellow box.

D. Two small toy cats, each a different color, for example: a black cat and an orange cat.

<u>Teaching Points</u>

a. The low front vowel [æ].

b. The low central vowel [a].

c. The rhythm of <u>yes-no</u> questions (with regular verbs).

d. The rhythm of <u>where</u> questions (with regular verbs).

III. PROCEDURES

A. Pronunciation

1. Free Dialog. Hold up one of the socks.

Teacher	Learner		Notes
WHAT'S THIS?	1st L:	A SOCK.	Supply the answer if necessary.
DO YOU SEE ANY OTHER SOCKS?		YES, WE ALL HAVE SOCKS. I HAVE WHITE SOCKS.	Encourage the pupils' expanded comments.
	2nd L:	I HAVE GREEN AND ORANGE SOCKS. I DON'T LIKE THEM.	
	3rd L:	MY SOCKS ARE NEW. MY MOTHER GOT THEM AT THE STORE.	
		ETC.	

2. Free Dialog. Hold up a paper sack.

Teacher	Learner		Notes
WHAT'S THIS?	1st L:	A PAPER SACK.	Supply the answer if necessary.
WHAT DO WE DO WITH PAPER SACKS?		I BRING MY LUNCH IN A SACK. MY BROTHER DOES, TOO.	Encourage the pupils' expanded comments.
SO DO I.			
	2nd L:	THE MAN AT THE STORE PUTS THINGS IN SACKS. HE HAS BIG SACKS AND LITTLE SACKS. ETC.	

3. Hold up the appropriate object each time.
   Model: (3).

   SACK - SOCK
   SOCK - SACK
   SOCK - SACK
   SACK - SOCK

4. Put the sack and the sock in conspicuous places, but separated. When you say "sack," have the pupils point to the sack; when you say "sock," have the pupils point to the sock. Say the two words in random order.
   Recognition: (5).

5. Repeat step 4, but this time have the pupils repeat the word after you.
   Echo: ○ (3). ⊙.

6. Model with two puppets. Put the boxes on the table, upside down. Show the pupils the toy cats. Then have the pupils close their eyes or turn their backs while you, as the puppet, hide the orange cat under the white box and the black cat under the red box.
   Model: (1). Echo: ○ (3).

   1st Puppet: WHERE DID I PUT THE ORANGE CAT?

   WHERE DID I PUT THE ORANGE CAT?

   2nd Puppet: DID YOU PUT THE ORANGE CAT UNDER THE BLUE BOX?

DID YOU PUT THE ORANGE CAT UNDER THE BLUE BOX?

1st Puppet: NO, I DIDN'T.

NO, I DIDN'T.

7. Continue step 9, but have pupils echo individually until each has echoed both intonation patterns:

If a pupil's intonation is not correct model again and have him echo.

1st Puppet: WHERE DID I PUT THE ORANGE CAT?

1st L: WHERE DID I PUT THE ORANGE CAT?

2nd Puppet: DID YOU PUT THE ORANGE CAT UNDER THE WHITE BOX?

2nd L: DID YOU PUT THE ORANGE CAT UNDER THE WHITE BOX?

1st Puppet: YES, I DID.

1st L: YES, I DID.

2nd Puppet: WHERE DID I PUT THE BLACK CAT?

2nd L: WHERE DID I PUT THE BLACK CAT?

1st Puppet: DID YOU PUT THE BLACK CAT UNDER THE RED BOX?

1st L: DID YOU PUT THE BLACK CAT UNDER THE RED BOX?

2nd Puppet: YES, I DID.

2nd L: YES, I DID.

Continue in this manner with other pairs of pupils. Hide the cats under different boxes each time.

8. Let pupils hide the cats under the boxes and have the pupils continue the guessing game on their own (i.e., without echoing) until everyone has had additional practice with the two intonation patterns. Model them when necessary.

Test:

Guessing Game. Put the socks and the paper sacks on the table. Let each pupil, one at a time, hide one of the socks in whichever sack he chooses and then approach other pupils in the following manner:

1st L: WHERE DID I PUT THE GREEN SOCK?

2nd L: DID YOU PUT IT IN THE PINK SACK?

1st L: NO, I DIDN'T
He turns to another pupil.
WHERE DID I PUT THE GREEN SOCK?

3rd L: DID YOU PUT IT IN THE WHITE SACK?

<u>Likely Errors</u>

a. [æ] ——>* [a] in "sack."

b. [a] ——>* [o] in "sock."

c. Your pupils should no longer have difficulty distinguishing the intonation patterns of <u>yes-no</u> questions from that of <u>where</u> and other <u>wh</u> questions so that objectives 2 and 3 are intended for familiarity (i.e., practice) only.

1st L: NO, I DIDNT.
He turns to another pupil.
WHERE DID I PUT THE GREEN SOCK?

4th L: DID YOU PUT IT IN THE BROWN SACK?

1st L: YES, I DID.

Repeat several times with other children taking the role of the 1st learner.

Lesson 37

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [e] and [ɔ], as in "bell" and "ball."

2. The learner will be able to ask yes-no questions like the following:

   Did you bounce the little white ball?
   Did you ring the Christmas bell?

3. The learner will be able to respond to such questions with short answers like the following:

   Yes, I did.
   No, I didn't.

4. New vocabulary: bounce, ring (verb).

B. Test: See page 5.

II. MATERIALS

A. At least four balls that are different colors and would produce different sounds when bounced, for example: a large red, rubber, playground ball; a brown basketball; a white ping-pong ball; and a green jacks ball.

B. At least four bells that have a different appearance and produce different sounds, for example: rhythm bells, a desk bell, a tiny blue Christmas bell, and a large bell of Santa; i.e. a bell shaped like Santa Claus.

Teaching Points

a. The mid front vowel [e].

b. The low back rounded vowel [ɔ].

c. Yes-no questions introduced by "did" and containing a regular verb.

d. Responses to such questions.

Lesson 37

III. PROCEDURES

A. Pronunciation

1. Depending on the interest and maturity of your group, introduce the names of the different kinds of bells and balls (e.g., golf ball, rhythm bells, ping-pong ball, Christmas bell, etc.). Let the pupils take turns ringing the bells and bouncing the balls. Encourage the pupils to make comments like the following (say, by asking a few questions at first):

This is important so the pupils have an opportunity to hear the sound produced by each.

1st L: THE BROWN BALL IS BIG. THE RED BALL IS BIGGER. I LIKE TO PLAY WITH BIG BALLS.

2nd L: MY SISTER HAS A BALL LIKE THAT ONE. SHE PLAYS JACKS.

3rd L: MY TEACHER HAS A BELL. SHE RINGS IT AND WE ARE QUIET.

4th L: I SAW BELLS LIKE THAT AT THE STORE.

5th L: MY DAD WORKS AT THE GOLF COURSE. HE CUTS THE GRASS. HE GOT SOME LITTLE BALLS.

ETC.

2. Hold up the appropriate object each time.
Model: (3).

BELL - BALL
BELL - BALL
BALL - BELL
BELL - BALL

The final consonant of these two words is [ɫ] with the back part of the tongue reaching for the back of the soft palate while the front and tip of the tongue are raised toward the hard palate.

3. Give a bell to one pupil and a ball to another. When you say "bell," have the pupil with the bell ring it; when you say "ball," have the pupil with the ball bounce it. Change pupils frequently, until everyone has had a turn.
   Recognition: (5).

   BELL BALL BALL BELL BALL BELL BELL BALL

4. Bounce one of the balls.
   Model: (1).

   I CAN BOUNCE THE BALL.
   THE BALL BOUNCES.

5. Model: (1). Echo: ◯ (2).

   BOUNCE.
   BOUNCE.
   I CAN BOUNCE THE BALL.
   I CAN BOUNCE THE BALL.

6. Ring one of the bells.
   Model: (1).

   I CAN RING THE BELL.
   THE BELL RINGS.

7. Model: (1). Echo: ◯ (2).

   RING.
   RING.
   I CAN RING THE BELL.
   I CAN RING THE BELL.

8. Action-Response: Give the pupils a ball or a bell, until each has one or the other. Have the pupils ring the bells or bounce the balls when you tell them to.

Lesson 37

RING THE BELLS.
BOUNCE THE BALLS.
RING THE BELLS.
BOUNCE THE BALLS.
ETC.

9. Repeat step 8, but have the pupils exchange bells and balls. Let pupils take the teacher's role and each give one or two commands.

B. Presentation

1. Free Dialog. Have the pupils turn their backs or close their eyes while you signal one of the pupils to ring a bell of his own choice. Model the activity.

JOE, RING ONE OF THE BELLS.

Joe rings a bell.

Jane: DID JOE RING THE CHRISTMAS BELL?

If Jane doesn't guess correctly, ask other pupils until someone does guess correctly.

YES, HE DID. NO, HE DIDN'T.

Continue until everyone has had a turn a ring a bell.

Test:

Put the bells and balls on the table. Have the pupil turn their chairs so they can't see the table. Have each pupil, one at a time, go to the table and either ring one of the bells or bounce one of the balls, whichever he chooses. Model the activity once. For example:

Joe bounces the ping-pong ball.

Joe: TOM, WHAT DID I BOUNCE?

Tom: DID YOU BOUNCE THE LITTLE WHITE BALL?

Joe: YES, I DID.
Joe gets a colored card as a "point."

OKAY, TOM. IT'S YOUR TURN.

Tom rings the rhythm bells.

Tom: JANE, WHAT DID I RING?

Jane: DID YOU RING THE BIG BELL?

Tom: NO, I DIDN'T.
Tom doesn't get a colored card.

OKAY, JANE. IT'S YOUR TURN.

Continue till all have had three turns. The boys and girls with the greatest number of cards are the winners.

Likely Errors

a. [e] → * [æ] or *[æʌ] in "bell."

b. [ɔ] → * [o] in "ball."

c. Did you bounce the little white ball? → *Did you bounced the little white ball?

d. No, I didn't. → *No, I did. or *Yes, I didn't.

Lesson 38

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [i] and [u], as in "lick" and "look."

2. The learner will be able to ask <u>where</u> questions like the following:

   Where did you find the rings?
   Where did you find the balls?

3. The learner will be able to respond to such questions with answers like the following:

On the table. I found it on the table.

In the basket. I found them in the basket.

4. New vocabulary: lick, look, find, found.

B. Test: See page 6.

II. MATERIALS

A. Pictures, one of a child licking on an ice cream cone, and the other of a child looking at something, e.g., some ducks.

B. Single objects and sets of objects. Use any suitable objects familiar to the pupils and of current interest. Two for each pupil, plus one for demonstration.

C. One book for each pupil, each book a different color, if possible.

<u>Teaching Points</u>

a. The high front vowel [i].

b. The high back rounded vowel [u].

c. <u>Where</u> questions with "did" and a verb.

d. Responses to such questions.

III. PROCEDURE

A. Pronunciation

1. Free Dialog. Hold up the picture of the child licking an ice cream cone.

WHAT'S HE DOING?

HE'S LICKING AN ICE CREAM CONE. — Supply the answer if necessary.

YES, SOME CHILDREN TAKE BITES OF THEIR ICE CREAM CONES AND SOME CHILDREN LICK THEM. HE LICKS HIS. — Point to the child in the picture again.

2. Complete the model and echo of "lick" before proceeding to the sentence. Model: (2). Echo: ◯ (3), ⊙ . — Point to the picture again.

LICK.

LICK.

HE'S LICKING.

HE'S LICKING.

3. Free Dialog. Encourage the pupils to talk about their ice cream eating experiences, for example:

1st L: I GOT SOME ICE CREAM. I DROPPED IT. MY DOG LICKED IT.

2nd L: MY ICE CREAM CONES DRIP. I LICK THEM.

3rd L: I LIKE BITES OF CHOCOLATE ICE CREAM. I DON'T LIKE THE VANILLA ICE CREAM MY MOTHER GETS.

ETC.

Lesson 38

4. Free Dialog. Hold up the picture of the child looking at the ducks.	
WHAT'S HE DOING? 1st L: LOOKING AT SOME DUCKS. MY GRANDMA HAS SOME DUCKS.	Supply the answer if necessary. Encourage such volunteered remarks.
2nd L: ARE THEY BABY DUCKS?	Encourage the pupils to make comments.
3rd L: NO. BABY DUCKS ARE YELLOW. BIG DUCKS ARE WHITE. ETC.	
At the end, say: HE'S LOOKING AT THE DUCKS.	Point to the child in the picture again.
5. Complete the model and echo of "look" before proceeding to the sentence. Model: (2). Echo: ○ (3), ⊙ . LOOK. — LOOK. HE'S LOOKING AT THE DUCKS. — HE'S LOOKING AT THE DUCKS.	Point to the picture again.
6. Point to the appropriate picture each time. Model: (1). LICK - LOOK LICK - LOOK LOOK - LICK LICK - LOOK	
7. When you say "lick," have the pupils point to the picture of the child licking an ice cream cone; when you say "look," have the pupils point to the picture of the child looking at the ducks.	If you like, you could vary this by having the pupils pretend to lick an ice cream cone and pretend to look at something (e.g. by holding their hands above their eyes).

Recognition: (2).

LOOK LICK LICK LOOK LICK LOOK LOOK

LICK LICK

8. Do step 7, but this time have the pupils repeat each word after you.
Echo: ○ (3).

B. Presentation

1. Have the pupils close their eyes while you put single objects and sets of objects around the room in semi-hidden places, for example, in an open box.
Model: (1). Echo: (2).

An object or set of objects for each pupil, plus one for demonstration.

JOE, FIND THE BLUE BOOK.

○: JOE, FIND THE BLUE BOOK.
Joe finds the blue book and returns with it.

WHERE DID YOU FIND THE BLUE BOOK?

Stand with the group.

○: WHERE DID YOU FIND THE BLUE BOOK?

I FOUND IT IN THE BIG BOX.

Stand by Joe.

Joe: I FOUND IT IN THE BIG BOX.

If it seems necessary, model and echo "find" and "found" separately.

Repeat, telling each pupil what you want him to find, for example:

JANE, FIND THE BLACK CAT.
TOM, FIND THE YELLOW AIRPLANE.
ETC.

2. Free Dialog. When the pupils have found the objects and have returned them, have each ask another where he found his object.

Tom: WHERE DID YOU FIND THE BLACK CAT?

Jane: I FOUND IT BEHIND THE TEACHER'S DESK.
BEHIND THE TEACHER'S DESK.

ETC.

Lesson 38

Test:

Give each pupil a book. (Note: [buk] for "book.") Use as many different colors as possible. Ask each pupil what other pupils have.

TOM, WHAT DOES JANE HAVE?

Tom: A GREEN BOOK.

Put single objects and sets of objects, one object or set of objects for each pupil, in semi-hidden places around the room. Use different objects than those used in the Presentation. Tell each pupil what you want him to find. When the pupils have found the objects and returned them, have each ask another where he found his object(s).

Speaking to Alice:

Dick: WHERE DID YOU FIND THE BALLS?

Alice: I FOUND THEM IN THE BASKET.

ETC.

Likely Errors

a. [i] ⟶ *[ʌ i] in "lick," "his," "in," and "children."

b. [u] ⟶ *[uw] ~ *[o] in "look," "book," and "foot."

c. Where did you find the book? ⟶ *Where did you found the book?

d. Where did you find the books? ⟶ *Where you find the books?

e. I found them in the basket. ⟶ *I find them in the basket. (In response to the question in d.)

Lesson 39

Teaching Points

a. The mid central vowel [ə].

b. The low front vowel [æ].

c. The low central vowel [a].

d. What questions about the direct object with "did" and a regular verb.

e. Who questions about the subject with the past form of regular verbs.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [æ], [ə], and [a], as in "hat," "hut," and "hot."

2. The learner will be able to ask who and what questions like the following:

   Who drank coffee at breakfast?
   What did you drink at breakfast?

3. The learner will be able to respond to such questions, respectively, with answers like the following:

Mother did. Mother drank coffee at breakfast.

Milk. I drank milk at breakfast.

4. New vocabulary: hat, hot, ate. drank.

B. Test: See pages 7 and 8.

II. MATERIALS

A. Large illustrations of a hat, a hut, a perspiring hot person, a pancake, and a picture of a child drinking orange juice for breakfast.

B. Song and Story: "The Pancake" The story is illustrated with six pictures. This is in Birchard Music Series, Kindergarten, California State Series, pages 116-120.

III. PROCEDURE

A. Pronunciation

1. Free Dialog. Put up the pictures for "hat," "hut," and "hot."

   WHAT'S THAT? — *Point to the picture of the hat.*

   A HAT.

   YES, THAT'S A HAT.
   AND THIS IS A HUT. — *Point to the hut.*

   HE'S NOT COLD.
   WHAT IS HE? — *Point to the picture of the hot person.*

   HOT!
   HE'S HOT!

2. Hold up the appropriate picture each time. Say the three words randomly, for example: Model: (1).

   HAT - HOT
   HOT - HUT
   HUT - HAT
   HOT - HUT
   HUT - HAT
   HAT - HOT

3. Give each picture (hat, hut, hot) to a different pupil. Have those pupils stand in front, so the others can see them and the pictures. Have the pupil with the appropriate picture raise it whenever he hears the word. Change pupils frequently, so all have a turn.
   Recognition: (5).

   HAT HOT HUT HOT HOT HAT HUT HAT HUT HOT

4. Repeat step 3, but this time have the pupils repeat the word after you.
   Echo: ◯ (3), ⊙ .

5. Free Dialog. Hold up the picture of a pancake.

   WHAT'S THIS?

   A PANCAKE.

   DO YOU EAT PANCAKES?

   1st L: I DON'T LIKE PANCAKES. MY MOTHER MAKES TOAST.

   2nd L: MY DAD EATS PANCAKES EVERY MORNING. HE HAS EGGS, TOO.

   ETC.

Encourage the pupils' comments.

6. Model. Open the book with the story of "The Pancake," so the pupils can look at the first illustration as you start the story.

   ONCE UPON A TIME THERE WAS A LITTLE OLD MAN. HE LIKED TO EAT PANCAKES. ONE DAY HIS WIFE MAKE HIM ONE. IT WAS VERY BIG AND ROUND AND BROWN. HE LOOKED AT IT IN THE PAN AND SAID, "I WANT YOU FOR MY SUPPER." BUT THE PANCAKE HEARD THE MAN AND JUMPED OUT OF THE PAN. HE ROLLED OVER AND OVER. HE ROLLED OUT THE DOOR AND DOWN THE ROAD. THE LITTLE OLD MAN AND THE LITTLE OLD WOMAN CALLED TO HIM,

   STOP, PANCAKE! STOP! STOP!
   COME BACK! COME BACK! COME BACK!

7. Model: (2). Echo: ◯ (3), ⊙.

   STOP, PANCAKE! STOP! STOP!

Lesson 39

STOP, PANCAKE! STOP! STOP!

COME BACK! COME BACK!
COME BACK!

COME BACK! COME BACK! COME BACK!

[stap] for "stop," [pǽnkeỳk] for "pancake."

[kəm] for "come," [bæk] for "back," together stressed [kə̀m bǽk]

8. Continue with the story:

BUT THE PANCAKE ROLLED ON AND ON. AND HE SANG,
RUN, RUN, RUN, AS FAST AS YOU CAN.
YOU CAN'T CATCH ME, I'M THE PANCAKE MAN.

[bət] for "but." [sæŋ] for "sang."

9. Model: (2). Echo: ◯ (3). ⊙ .

RUN, RUN, RUN,
RUN, RUN, RUN
AS FAST AS YOU CAN.
AS FAST AS YOU CAN.
YOU CAN'T CATCH ME,
YOU CAN'T CATCH ME,
I'M THE PANCAKE MAN.
I'M THE PANCAKE MAN.

[rən] for "run."

[fæst] for "fast," [kæn] for "can" (stressed)
[kænt] for "can't," [kætš] for "catch."
[mæn] for "man."

10. Continue with the story. Have the pupils join you each time you come to the refrains in steps 7 and 9. Show the illustrations in the book which are appropriate to the part of the story being narrated.

THE LITTLE OLD MAN AND THE LITTLE OLD WOMAN RAN AFTER THE PANCAKE, BUT THEY COULDN'T RUN VERY FAST. THE LITTLE OLD MAN AND THE LITTLE OLD WOMAN COULDN'T CATCH THE PANCAKE. THE PANCAKE ROLLED DOWN THE HILL AND THROUGH THE GRASS. THERE HE MET A BIG BLACK HORSE. THE HORSE CALLED TO HIM,
STOP, PANCAKE. STOP! STOP!
COME BACK! COME BACK! COME BACK!
BUT THE PANCAKE ROLLED ON AND ON. AND HE SANG,
RUN, RUN, RUN, AS FAST AS YOU CAN.

YOU CAN'T CATCH ME, I'M THE PANCAKE MAN.
THE HORSE GALLOPED AFTER THE PANCAKE! BUT THE HORSE COULDN'T CATCH THE PANCAKE. SOON THE PANCAKE ROLLED RIGHT INTO A DEEP FOREST. THERE HE SAW A BIG BROWN BEAR. THE BEAR CALLED OUT TO HIM,
STOP, PANCAKE! STOP! STOP!
COME BACK! COME BACK! COME BACK!
BUT THE PANCAKE ROLLED ON AND ON. AND HE SANG,
RUN, RUN, RUN, AS FAST AS YOU CAN.
YOU CAN'T CATCH ME, I'M THE PANCAKE MAN.
THE BEAR GROWLED AND RAN AFTER THE PANCAKE. BUT THE BEAR COULDN'T CATCH THE PANCAKE. SOON THE PANCAKE WAS GONE. THE PANCAKE MET A WOLF. THE WOLF SAID TO HIM,
STOP, PANCAKE! STOP! STOP!
COME BACK! COME BACK! COME BACK!
BUT THE PANCAKE ROLLED ON AND ON. AND HE SANG,
RUN, RUN, RUN, AS FAST AS YOU CAN.
YOU CAN'T CATCH ME, I'M THE PANCAKE MAN.
THE WOLF RAN AFTER HIM. BUT THE WOLF COULDN'T CATCH THE PANCAKE. THE PANCAKE WAS VERY HAPPY. SUDDENLY, HE SAW A FOX IN THE GRASS. THE FOX DIDN'T GET UP. HE JUST LOOKED AT THE PANCAKE AND SAID, "WHERE ARE YOU GOING, MR. PANCAKE?" THE PANCAKE ROLLED OVER TO THE FOX AND STOPPED. THE FOX JUMPED ON THE PANCAKE AND ATE HIM IN ONE BIG BITE. THAT WAS THE END OF THE PANCAKE AND HIS SONG.

B. Presentation

1. Point to the last illustration in "The Pancake."
   Model: (1).

   THE FOX ATE THE PANCAKE FOR BREAKFAST.

   [faks] for "fox," [bréḱfəst] for "breakfast."

2. Model with two puppets.
   Model: (1). Echo: ◯ (3), ⊙.

1st P: WHAT DID YOU EAT FOR BREAKFAST?

WHAT DID YOU EAT FOR BREAKFAST?

2nd P: I ATE TOAST AND CEREAL.

I ATE TOAST AND CEREAL.

3. Chain Dialog.

WHAT DID YOU EAT FOR BREAKFAST?

1st L: I ATE AN EGG. I DIDN'T WANT ANY TOAST. WHAT DID <u>YOU</u> EAT FOR BREAKFAST?

2nd L: I ATE BEANS. MY LITTLE BROTHER HAD HIS BOTTLE. MY MOTHER DIDN'T EAT BREAKFAST. SOMETIMES SHE EATS BEANS, TOO. WHAT DID <u>YOU</u> EAT FOR BREAKFAST?

ETC.

Encourage comments.

4. Model with two puppets. Use a food item in your question that was actually mentioned by a pupil in the chain dialog. For example:
Model: (1) Echo: ◯ (3), ⨀ .

1st P: WHO ATE AN APPLE FOR BREAKFAST?

WHO ATE AN APPLE FOR BREAKFAST?

2nd P: MARY DID.

MARY DID.

5. Free Dialog. (Memory Game.) Have each pupil ask a question about who ate a particular thing mentioned by other pupils in the chain dialog. Let the pupil choose a volunteer to answer. For example:

1st L: MARY, WHO ATE AN EGG FOR BREAKFAST?

Mary: JOE ATE AN EGG FOR BREAKFAST.

ETC.

Test:

1. Have pairs of pupils dramatize "The Pancake." One of each pair may choose to be the old woman, the old man, the horse, the bear, or the wolf. The other may be the pancake.

1st L: STOP, PANCAKE! STOP! STOP! COME BACK. COME BACK. COME BACK!

2nd L: RUN, RUN, RUN, AS FAST AS YOU CAN. YOU CAN'T CATCH ME, I'M THE PANCAKE MAN.

2. Chain Dialog. Show the picture of the child drinking orange juice. Model and echo "drank" if necessary.

HE DRANK ORANGE JUICE FOR BREAKFAST.

WHAT DID YOU DRINK AT BREAKFAST?

Likely Errors

a. [ə] → *[a] in "hut," "come," "run," etc.

b. [æ] → *[a] ~ *[ɔ] in "hat," "back," "fast," "can't," "catch," "man," "pancake."

c. [a] → *[ɔ] in "hot" and "stop."

d. What did you drink? → *What did you drank?

e. Who drank the coffee? → *Who drink the coffee?

Lesson 39

1st L: I DRANK MILK. MY MOTHER MADE ME. WHAT DID YOU DRINK AT BREAKFAST?

2nd L: I DRANK HOT CHOCOLATE. MY DAD HAD IT, TOO. I LIKE HOT CHOCOLATE, BUT MY SISTER DOESN'T. WHAT DID YOU DRINK AT BREAKFAST?

ETC.

Have each pupil ask who drank a particular beverage (mentioned by pupils in the chain dialog.) Let the pupil choose a volunteer to answer.

1st L: ANN, WHO DRANK COCOA AT BREAKFAST?

Ann: ALICE DRANK ORANGE JUICE.

ETC.

f. Milk. —> *Milk did. (In response to the question in d.

Lesson 40

I. OBJECTIVES

A. Content

1. The learner will become familiar with yes-no, where, who and what questions like those in lessons 37, 38, and 39.

2. The learner will become familiar with responses to such questions like those in lessons 37, 38, and 39.

3. New vocabulary: today

B. No test.

II. MATERIALS

Props for the dramatizations: An apron (for the mother to wear), a tie (for the father to wear), a table, four paper plates, four paper cups, four each plastic spoons, forks, and knives.

III. PROCEDURE

Presentation

1. Dramatization: Put on the apron and pretend to be a mother. Have one of the pupils pretent to be the child who has just come home from school. For example:

HELLO, JANE.
I'M GLAD YOU'RE HOME.
WHAT DID YOU DO AT
SCHOOL TODAY?

Jane: I PLAYED BALL AND THE TEACHER GAVE ME A NEW BOOK TO READ. WE SAW A PET BUNNY. IT HAD A FUNNY NOSE.

Teaching Points

a. "Did" + verb, in yes-no, where, and what (about the direct object) questions.

b. The past form of regular verbs (without "did") in who questions about the subject.

c. Responses to such questions.

Demonstrate with a puppet if necessary.

WHO BROUGHT THE BUNNY TO SCHOOL?

JOE.

WHERE DID JOE GET IT?

FROM HIS GRANDPA. HE LIVES ON A FARM.

DID YOU EAT YOUR LUNCH?

YES. I SAT WITH MARY. I GAVE HER MY APPLE AND SHE GAVE ME HER ORANGE.

2. Have pairs of pupils dramatize a child's return from school until each pupil has had a turn to be a parent welcoming his or her child home from school.

3. When all the pupils have had a turn, and if time permits, ask the pupils some questions about the dramatizations.

WHO GOT A NEW BOOK?

JANE.

WHERE DID JOE GET HIS BUNNY?

FROM HIS GRANDPA.

ETC.

4. Use these additional dramatization ideas if you have time. Have groups of three or four pupils plan and dramatize breakfast scenes at home. For example:

Mother: GOOD MORNING, TOM.

Tom: GOOD MORNING.

Mother: DO YOU WANT MILK OR ORANGE JUICE FOR BREAKFAST?

Lesson 40

Ask questions (see Teaching Points) about the child's report.

Tom: I WANT SOME ORANGE JUICE, PLEASE.

Mother: JANE, HURRY.

Jane: WHAT ARE WE HAVING?

Mother: I'M COOKING EGGS AND CEREAL. WHAT DO YOU WANT?

Jane: I WANT SOME CEREAL AND MILK.

Tom: I WANT AN EGG. DAD IS HAVING AN EGG, TOO.

Father: [I'LL HAVE / I'M EATING] TWO EGGS AND TOAST.

Mother: HERE'S YOUR COFFEE. I'LL HAVE SOME, TOO

5. After each dramatization, have the pupils ask each other questions about what happened in the dramatization. For example:

Alice: WHAT DID JANE WANT TO DRINK?

Joe: SHE WANTED MILK.

Mary: WHAT DID FATHER EAT WITH HIS EGGS?

Jack: TOAST. AND HE DRANK COFFEE.

If necessary, prompt the question, e.g., "Ask Joe what Jan wanted to drink."

Lesson 40

Joe: WHO DRANK ORANGE JUICE?

Mary: TOM. HE DIDN'T WANT ANY MILK.

ETC.

Lesson 41

I. OBJECTIVES

A. Content

1. The learner will be able to produce the stress patterns of phrases in sentences, as in:

   The <u>brown</u> <u>cow</u>/ will <u>drink</u>/ the <u>water</u>.

2. The learner will be able to pronounce [m] after vowels, as in "I'm" and "lamb."

3. New vocabulary: grass, mouse, chase, worm.

B. Test: See page 4

II. MATERIALS

A. A mural (can be on the flannel board, on chart paper, or on the chalkboard) depicting grass, a pond, a tree with a worm on one of its branches, and a mouse on the ground.

B. Two cutouts of each of the following: a white lamb, a brown cow, a black cat, and a blue bird.

III. PROCEDURE

1. Free Dialog. Present the mural.

LET'S LOOK AT A PICTURE
WHAT DO YOU SEE IN THE
PICTURE, TOM?

Tom: I SEE SOME GRASS.

MARY?

Mary: I SEE A TREE.

WHAT'S IN THE TREE,
MARY?

A WORM.

Teaching Points

a. Each phrase has generally one major stress, e.g., "drink" in "will drink." Exception: "brown cow."

b. Each phrase generally corresponds to a grammatical function, e.g., "the brown cow" as subject, "will drink" as predicate verb, and "the water" as direct object.

c. The bilabial nasal [m] after vowels.

Lesson 41

JOE, WHAT DO YOU SEE
UNDER THE TREE?

Joe: A MOUSE.

WHAT DO YOU SEE, JANE?

Jane: I SEE | SOME WATER. / A POND. |

2. After you have introduced each animal as indicated below, have the children repeat the phrases and whole sentences after you. Do the group echo twice for all the sentences and their phrases before you proceed to the individual echo.
Echo: ◯ (2), ⊙.

HERE ARE SOME ANIMALS.
HERE IS A WHITE LAMB.
I'M GOING TO PUT IT
ON THE GRASS.

Hold up the lamb cutout.
Attach the animal cutouts to the mural with pins or masking tape.

THE WHITE LAMB WILL EAT
THE GRASS.

THE WHITE LAMB WILL EAT
THE GRASS.

THE WHITE LAMB

THE WHITE LAMB

WILL EAT

WILL EAT

THE GRASS.

THE GRASS.

THE WHITE LAMB WILL
EAT THE GRASS.

THE WHITE LAMB WILL EAT
THE GRASS.

HERE IS A BROWN COW.
I'M GOING TO PUT IT BY
THE WATER.

THE BROWN COW WILL
DRINK THE WATER.

Lesson 41

THE BROWN COW

WILL DRINK

THE WATER.

THE BROWN COW WILL
DRINK THE WATER.

HERE IS A BLACK CAT.
I'M GOING TO PUT IT
BY THE MOUSE.

THE BLACK CAT WILL
CHASE THE MOUSE.

HERE IS A BLUE BIRD.
I'M GOING TO PUT IT
IN THE TREE.

THE BLUE BIRD WILL
EAT THE WORM.

THE BLUE BIRD

WILL EAT

THE WORM.

THE BLUE BIRD WILL
EAT THE WORM.

THE BROWN COW WILL DRINK THE
WATER.

THE BROWN COW

WILL DRINK

THE WATER.

THE BROWN COW WILL DRINK THE
WATER.

THE BLACK CAT WILL CHASE
THE MOUSE.

THE BLUE BIRD WILL EAT THE
WORM.

THE BLUE BIRD

WILL EAT

THE WORM.

THE BLUE BIRD WILL EAT THE
WORM.

3. Dramatization:

Hold up the lamb cutout.
I'M A LAMB.
I'M EATING GRASS.

Place the cutout on the grass.

Lesson 41

Pass out the cutouts to four children and have them imitate.		
	I'M A COW. I'M DRINKING WATER.	Places cow by the pond.
	I'M A CAT. I'M CHASING THE MOUSE	Places cat by the mouse.
	I'M A BIRD. I'M EATING THE WORM.	Places bird by the worm.

Redistribute the cutouts and continue. The animals will remain on the mural at the end of this activity.

Test:

With the mural in full view, use the second set of cutouts in the fo ing manner:

Explain to the children that as you hold up each cutout, they must tell you what the animal will do. (It will repeat the action of it's counterpart on the mural.) Begin with:

Hold up the lamb.
THE WHITE LAMB WILL EAT
THE GRASS.

Let the children take turns choosing a cutout and telling what it will do:

THE BROWN COW WILL DRINK
THE WATER.

THE BLUE BIRD WILL EAT
THE WORM.

THE BLACK CAT WILL CHASE
THE MOUSE.

Likely Errors

a. The brown cow/ will drink/ the water. ⟶ *The brown/ cow will/drink the water.

b. [m] ⟶ *[ŋ] in "I'm," "lamb," and "worm."

Lesson 42

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [m] after vowels, as in "I'm" and "jam."

2. The learner will be able to ask <u>what</u> questions like the following:

   What am I doing?
   What are Mary and Jane doing?

3. The learner will be able to respond to the above questions with answers like the following:

You're erasing the blackboard. Erasing the blackboard.

They're playing with dolls. Playing with the dolls.

4. New vocabulary: Sam, Pam, jam

B. Test: See pages 5 and 6.

II. MATERIALS

A. Enough of each of the following so each child may have one: a boy puppet, a girl puppet, a jar of jam, two spoons, an orange, an apple, a milk carton, a pencil, and an eraser

B. Activity pictures or stick figures on the chalkboard. Two children doing the following activities together: painting, playing, eating breakfast, running, and sleeping. You may substitute other activities for those mentioned. The lesson will have to be changed accordingly.

Teaching Points

a. The bilabial nasal [m] after vowels.

b. <u>What</u> questions about the verb phrase: "what" with a form of the pro-verb "do" as the main verb.

c. The present form of "do" in such questions: "be" + "doing."

d. Responses to such questions.

e. "Am" with "I."

f. "Are" with "you," "we," "they," or a plural subject.

g. "Is" with "he," "she," "it," or a singular subject.

III. PROCEDURES

A. Pronunciation

1. Have the girls echo for Pam, the boys for Sam. Present the following dialog, using the girl and boy puppets: Model: (3). Echo: ○ (3).

Pam: HI, SAM!
HI, SAM!
Sam: HI, PAM!
HI, PAM!
Pam: WHAT ARE YOU DOING?
WHAT ARE YOU DOING?
Sam: I'M EATING JAM.
I'M EATING JAM.

Sam is next to the jar of jam.

Note that "are" is pronounced [ər] in this question.

2. Imitation. Let two or three pairs of children take the puppet roles. Don't insist that they "stick to the script."

B. Presentation

1. Free Dialog. With the spoon, go through the motions of eating the jam.

WHAT AM I DOING?
○ : YOU'RE EATING JAM.

2. Echo: ○ (3).

YOU'RE EATING JAM.
YOU'RE EATING JAM.

3. Free Dialog.

WHAT AM I DOING?
○: YOU'RE EATING JAM.

Give the jam and the two spoons to a boy and a girl and have them pretend to eat the jam.

WHAT ARE TOM AND MARY DOING?

○ : THEY'RE EATING JAM.

4. Echo: ○ (3).

THEY'RE EATING JAM.

THEY'RE EATING JAM.

5. Chain Dialog. Hold the apple and pass out an orange, milk carton, jam, pencil, and eraser. Begin the drill with:

Each child will have an object.

WHAT AM I DOING?

Pretend to eat an apple.

Tom: YOU'RE EATING AN APPLE. WHAT AM <u>I</u> DOING?

Tom pretends to drink milk.

Mary: YOU'RE DRINKING MILK. WHAT AM <u>I</u> DOING?

Mary pretends to write with a pencil.

Joe: YOU'RE WRITING (WITH A PENCIL). WHAT AM <u>I</u> DOING?

ETC.

6. Free Dialog. Go through the first pair of questions (and responses to them) three times before proceeding to the second pair. Point to the child with the milk carton and ask:

(a) WHAT'S HE DRINKING?

MILK.

WHAT HE DOING?

HE'S DRINKING MILK.

Point to the child with an apple.

(b) WHAT'S SHE EATING?

AN APPLE.

WHAT'S SHE DOING?

SHE'S EATING AN APPLE.

7. Free Dialog. Do this activity twice. Present the activity pictures. As you hold up each picture ask:

WHAT ARE TOM AND MARY DOING?

◯ : THEY'RE EATING BREAKFAST.

WHAT ARE MARY AND JANE DOING?

◯ : THEY'RE RIDING THEIR BICYCLES.

ETC.

8. Chain Dialog. Pass the pictures out to the children. Give one to every other child. Begin with:

WHAT ARE MARY AND JANE DOING? — Show the picture of Mary and Jane.

1st L: THEY'RE RIDING THEIR BICYCLES.

2nd L: WHAT ARE TOM AND JOE DOING? — 2nd L shows his picture of Tom and Joe.

3rd L: THEY'RE PAINTING A PICTURE.

4th L: WHAT ARE ... — 4th L shows his picture.

ETC.

9. Redistribute the pictures to those who didn't have one in step 8 and repeat the activity.

Test:

1. Chain Dialog. Tell the children they may each perform an activity. Suggest erasing the board, opening the door, drinking milk, eating jam, etc. While they are doing it, they will each ask, "What am I doing?"

   Erase the board.
   WHAT AM I DOING?

   Jane: YOU'RE ERASING THE BOARD. Jane pretends to be drinking milk. WHAT AM I DOING?

   Joe: YOU'RE DRINKING MILK. Joe pretends to be eating an apple. WHAT AM I DOING?

   Mary: YOU'RE EATING AN APPLE.

2. Using the activity pictures, tell about a picture and ask about what the children in it are doing. Then let a child tell and ask about the same picture.

   TOM AND MARY ARE EATING BREAKFAST. THEY'RE EATING BACON AND EGGS. THEY'RE DRINKING MILK. WHAT ARE TOM AND MARY DOING?

   THEY'RE EATING BREAKFAST.
   THEY'RE DRINKING MILK.
   THEY'RE EATING BACON AND EGGS.

<u>Likely Errors</u>

a. [m] ⟶ *[ŋ] in "I'm," "jam," "am," "Sam," etc.

b. What are Mary and Jane doing? ⟶ *What are Mary and Jane do?

c. What's he doing? ⟶ *What are he doing?

d. You're eating the apple. ⟶ *You eat the apple. (In responee to "What am I doing?")

Use an echo-question intonation.

Allow the child to delete the first two words and say: "Eating bacon and eggs."

Pass the picture to a child.

TOM AND MARY ARE EATING BREAKFAST. THEY'RE EATING EGGS. THEY'RE EATING TOAST, TOO. WHAT ARE TOM AND MARY DOING?

THEY'RE EATING EGGS.
THEY'RE EATING TOAST.
THEY'RE EATING EGGS AND TOAST.

Hold up another picture.
TOM AND JOE ARE ERASING THE BOARD. THEY'RE HELPING THE TEACHER. WHAT ARE TOM AND JOE DOING?

THEY'RE ERASING THE BOARD.
THEY'RE HELPING THE TEACHER.

Pass the picture to a child.

ETC.

Lesson 43

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [m] and [p] after vowels, as in "Tom" and "top."

2. The learner will be able to ask what questions like the following:

   What did she do?
   What did the cats do?

3. The learner will be able to respond to such questions with answers like the following:

   She baked a cake.
   They ate the food

4. New vocabulary: baked, broke.

B. Test: See pages 6 and 7.

II. MATERIALS

A. Two puppets, a bell, an apple, an orange, and a milk carton

B. A picture of a boy with a top

C. Completed action series. Magazine clippings of completed action. Many magazines can be a source for these. Clip as many as you can find.

   1. woman with a cake (she just baked)
   2. boy by a fence (he just painted)
   3. boy or girl with an empty glass of milk

Teaching Points

a. The bilabial nasal [m].

b. The bilabial voiceless stop [p].

c. What questions about the verb phrase: "what" with a form of the pro-verb "do" as the main verb.

d. The past form of "do" in such questions: "did" + "do."

e. Responses to such questions.

4. cats or dogs by an empty dish
5. a group of boys who have been playing baseball or football, looking at a window they have just broken.

III. PROCEDURES

A. Pronunciation

1. Present the picture of the boy with a top.
   Model: (2).

   Point to the boy.
   THIS IS TOM.

   Point to the top.
   HE HAS A TOP.

2. Echo: ◯ (3).
   THIS IS TOM.
   THIS IS TOM.
   HE HAS A TOP.
   HE HAS A TOP.

3. Free Dialog. Ask the two questions several times.

   WHO IS THIS?
   1st L: TOM.
   WHAT DOES HE HAVE?
   2nd L: A TOP.

4. In random order say "Tom" and "top." Have individual children come up and touch the appropriate part of the picture.
   Recognition: (5).

   TOM
   Child touches Tom.

TOP

Child touches top.

TOP
TOM
TOM
ETC.

5. Free Dialog. In random order point to Tom and his top. As you do so, call on individuals to say "Tom" or "top."

Point to Tom.

1st L: TOM.

Point to the top.

2nd L: TOP.

ETC.

B. Presentation

1. Free Dialog. Present the picture of the lady with the cake. Repeat this activity two times.

THIS LADY BAKED A CAKE. IT S A YELLOW CAKE. WHAT DID SHE DO?

Use echo-question intonation.

◯: SHE BAKED A YELLOW CAKE

Provide the response if necessary

2. Echo: ◯ (3).

SHE BAKED A YELLOW CAKE.

SHE BAKED A YELLOW CAKE.

3. Free Dialog. Present the picture of the boy by the painted fence.

THIS BOY PAINTED THE FENCE. HE PAINTED IT WHITE. WHAT DID HE DO?

HE PAINTED THE FENCE WHITE.

Repeat two times.

4. Echo: ◯ (3).

HE PAINTED THE FENCE WHITE.

HE PAINTED THE FENCE WHITE.

5. Free Dialog. Present the picture of the child by the empty milk container. Repeat this activity two times.

THIS GIRL DRANK HER MILK. IT WAS GOOD. SHE ALSO ATE A COOKIE. WHAT DID SHE DO?

SHE DRANK HER MILK AND ATE A COOKIE.

6. Echo: ◯ (3).

SHE DRANK HER MILK AND ATE A COOKIE.

SHE DRANK HER MILK AND ATE A COOKIE.

7. Free Dialog. Present the picture of the cats by the empty plate. Repeat this activity two times.

THESE CATS WERE VERY HUNGRY. THEY ATE THEIR DINNER. WHAT DID THE CATS DO?

THEY ATE THEIR DINNER.

8. Echo: ◯ (3).
THEY ATE THEIR DINNER.

THEY ATE THEIR DINNER.

9. Free Dialog. Present the picture of the boys by the broken window. Repeat this activity two times.

THESE BOYS WERE PLAYING BALL. THEY BROKE A WINDOW. WHAT WERE THEY DOING?

THEY WERE PLAYING BALL.

WHAT DID THEY DO?

THEY BROKE THE WINDOW.

10. Echo: ◯ (3).
THEY BROKE THE WINDOW.

THEY BROKE THE WINDOW.

11. Free Dialog. Put the bell, the apple, the orange and the milk carton on the table.

Make Pam "drink" the milk.
WHAT DID SHE DO?

1st L: SHE DRANK THE MILK.

<u>WHAT</u> DID SHE DRINK?

2nd L: THE MILK.

An echo-question intonation is important in the second question.

Lesson 43

Make Sam and Pam ring the bell
WHAT DID PAM AND SAM DO?

3rd L: THEY RANG THE BELL.

WHAT DID THEY RING?

4th L: THE BELL.

Let the children take turns making Pam and Sam do things, proceeding as in a chain dialog.

Mary makes Sam "eat" the orange.
Mary: WHAT DID HE DO?

Tom: HE ATE THE ORANGE.
Tom makes Sam and Pam ring the bell
WHAT DID SAM AND PAM DO?

Joe: THEY RANG THE BELL.

Test:

Put the magazine clippings (see Materials) in a box and choose someone to pick a picture and ask another child about it.

Mary: (Chooses a picture and holds it up.)
WHAT DID [HE / SHE / THE BOYS / ETC.] DO?

Likely Errors

a. [m] —> *[ŋ] in "Tom."

b. [p] —> *[b] in "top." If the word with a final [p] is the last word in a sentence, the normal informal pronunciation will be an unreleased [p], that is, without a puff of air (aspiration) after [p].

Joe: HE CLIMED THE TREE
(Choose a Picture.)

WHAT DID [HE / SHE / ETC.] DO?

Jane: HE BROKE A WINDOW.

Lesson 43

c. What did he do? → *What did he did?

d. She baked a cake. → *She bake a cake.

Lesson 44

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [m] and [b] after vowels, as in "Bim" and "bib."

2. The learner will be able to ask <u>what</u> questions like the following:

   What'll he do?
   What'll they do?

3. The learner will be able to respond to such questions with answers like the following:

   He'll clap his hands.
   They'll play ball.

4. New vocabulary: bib, Bim, gum.

B. Test: See pages 7 and 8.

II. MATERIALS

A. A boy puppet, a large ball, a ball and jacks, and a jump rope

B. A picture of a baby wearing a bib

C. Future action series. Pictures of the following:

1. some people looking at a house on fire
2. a mother looking at a crying baby
3. a child or adult who has just dropped something
4. a child with a very dirty face

<u>Teaching Points</u>

a. The bilabial nasal [m] after vowels.

b. The voiced bilabial stop [b] after vowels.

c. <u>What</u> questions about the verb phrase: "what" with a form of the pro-verb "do" as the main verb.

d. The future form of "do:" "will do."

e. Responses to such questions.

These suggested pictures are not the only possibilities for the test. Any set which will fit into the test is suitable. The pictures must allow for the pattern:

What'll [he / she / you / they] do?

[He'll / She'll / You'll / They'll] ________.

III. PROCEDURE

A. Pronunciation

1. Present the picture of the baby wearing a bib. The children are to echo only "His name is Bim" and "Bim has a bib."
Model (3). Echo: ◯ (3).

HERE IS A BABY EATING HIS DINNER. HIS NAME IS BIM.	
HIS NAME IS BIM.	HIS NAME IS BIM.
Point to the bib. BIM HAS A BIB. THE BIB WILL KEEP HIM CLEAN.	
BIM HAS A BIB.	BIM HAS A BIB.

2. Model and echo as indicated.

BIM, BIM, BIM
HAS A BIB, BIB, BIB
TO KEEP HIM CLEAN
WHEN HE EATS.

LISTEN AGAIN: (Repeat the above.)

NOW SAY IT AFTER ME.
BIM, BIM, BIM

BIM, BIM, BIM

HAS A BIB, BIB, BIB

HAS A BIB, BIB, BIB

TO KEEP HIM CLEAN
WHEN HE EATS.

TO KEEP HIM CLEAN WHEN
HE EATS.

3. Free Dialog. Address the two questions to several children.

WHO HAS A BIB? — Use echo-question intonation.

⊙: BIM.

WHAT DOES BIM HAVE? — Use echo-question intonation.

⊙: A BIB.

B. Presentation

1. Free Dialog. Present the puppet.

THIS IS SAM. SAM
ALWAYS DOES WHAT I
ASK HIM TO. LISTEN
TO WHAT I'M GOING TO
ASK HIM TO DO.

Lesson 44

Teacher	Response	Notes
SAM, CLAP YOUR HANDS. WHAT'LL HE DO?	HE'LL CLAP HIS HANDS.	Provide the response if necessary.
Make Sam clap his hands.		
NOW LISTEN AGAIN. SAM, STAND ON YOUR HEAD. WHAT'LL HE DO?	HE'LL STAND ON HIS HEAD.	
Make Sam stand on his head.		
ONCE MORE. SAM TOUCH JOE'S HAND. WHAT'LL HE DO?	HE'LL TOUCH JOE'S HAND.	
Make Sam touch Joe's hand.		
2. Chain Dialog.		
NOW, YOU ASK ABOUT SAM. SAM, CLAP YOUR HANDS. MARY, ASK TOM WHAT SAM WILL DO.	Mary: WHAT'LL [SAM / HE] DO?	Provide the question if necessary.
	Tom: HE'LL CLAP HIS HANDS.	
Sam claps.		
SAM HERE IS SOME GUN. CHEW IT. TOM, AKS JOE WHAT SAM WILL DO.		

Lesson 44

Tom: WHAT'LL [SAM / HE] DO?

Joe: HE'LL CHEW SOME GUM.

Make Sam go through the motions of chewing gum. Continue until all the children have asked about Sam.

3. Free Dialog.

NOW TOM, YOU BE SAM.
Give Tom the puppet.
WE'LL TELL YOU WHAT TO DO. REMEMBER, SAM ALWAYS DOES WHAT PEOPLE TELL HIM TO. MARY, TELL SAM WHAT TO DO.

Mary: OPEN THE DOOR, SAM. — Provide the request if necessary

WHAT'LL YOU DO, SAM?

Sam (Tom): I'LL OPEN THE DOOR.

JOHN, YOU TELL SAM WHAT TO DO.

John: WHISTLE. — Or whatever John requests.

WHAT'LL YOU DO, SAM?

Sam (Tom): I'LL WHISTLE. — Have Sam whistle (or pretend to if he can't.)

4. Chain Dialog.

NOW, LET'S LET SAM THINK OF SOME THINGS TO DO.

Give the puppet to the child next to you.
WHAT'LL YOU DO, SAM?

Model the response if necessary.

1st L: I'LL CLAP. He claps and passes the puppet to the child next to him.
WHAT'LL YOU DO, SAM?

2nd L: I'LL JUMP. He jumps.

ETC.

5. Free Dialog.

I'M GOING TO GIVE MARY AND JOHN A BALL. WHAT'LL THEY DO? Give them the ball.

THEY'LL PLAY BALL.

I'M GOING TO GIVE JOE AND JANE A JUMP ROPE. WHAT'LL THEY DO? Give them the jump rope.

THEY'LL PLAY JUMP ROPE.

I'M GOING TO GIVE MARY AND TOM SOME JACKS AND A BALL. WHAT'LL THEY DO? Give them the ball and jacks.

THEY'LL PLAY JACKS.

6. Place the large ball, the jump rope, and the ball and jacks one at a time in front of the same two children. As you do so, ask:

The large ball:
WHAT'LL THEY DO?

1st L: THEY'LL PLAY BALL.

The jump rope:
WHAT'LL THEY DO?

THEY'LL PLAY JUMP ROPE.

The jacks:
WHAT'LL THEY DO?

THEY'LL PLAY JACKS.

Test:

1. Free Dialog. Hold up picture #1. (See Materials.) Accept any reasonable responses.

THESE PEOPLE ARE LOOKING AT A HOUSE ON FIRE. WHAT'LL THEY DO?

THEY'LL PUT OUT THE FIRE.
THEY'LL CALL THE FIRE DEPARTMENT.

Hold up picture #2.

THE MOTHER IS LOOKING AT THE BABY. THE BABY IS CRYING. WHAT'LL SHE DO?

Likely Errors

a. [m] ⟶ * [ŋ] in "Bim," "gum," "some."

b. Final [b] ⟶ * [p] in "bib."

c. What'll he do? ⟶ *What he will do?

d. He'll clap his hands. ⟶ *He clap his hands. (In response to question in c.)

	SHE'LL PICK IT UP. SHE'LL GIVE IT SOME MILK.	
Hold up picture #3.		
THIS BOY HAS DROPPED HIS BOOKS. WHAT'LL HE DO?	HE'LL PICK THEM UP.	THEM will normally be pronounced [ðam] in this response.
Hold up picture #4.		
THIS LITTLE GIRL HAS A DIRTY FACE. WHAT'LL SHE DO?	SHE'LL WASH IT.	

2. Chain Dialog. Pass out the pictures and let each child tell about the one he is holding and ask about it.

1st L: THIS BOY DROPPED HIS BOOKS. WHAT'LL HE DO?

2nd L: HE'LL PICK THEM UP.

3rd L: THE MOTHER HEARS THE BABY CRYING. WHAT'LL SHE DO?

4th L: SHE'LL PICK IT UP. SHE'LL GIVE IT SOME MILK.

ETC.

Lesson 45

I. OBJECTIVES

A. Content

1. The learner will become more familiar with _what_ questions like those presented in lessons 42 through 44.

2. The learner will become more familiar with the types of responses to these questions presented in lessons 41 through 44.

3. New vocabulary: signal, traffic.

B. No Test

II. MATERIALS

A. A bell, an apple, an orange, a pencil, a toy car, a milk carton, and an eraser.

B. Traffic signals made of paper circles on ice cream sticks. "Go" written on green circle, "Stop" written on red circle, and "Wait" on the yellow circle.

C. Activity pictures. (See Materials, Lesson 42)

III. PROCEDURE

A. Presentation

1. Chain Dialog. Place the bell, the milk carton, the apple, the orange, the pencil, and the eraser in the middle of the table. Begin the activity by picking up one of the objects and asking:

Teaching Points

a. _What_ questions about the verb phrase: "what" with a form of the pro-verb "do" as the main verb.

b. The present form of "do": "be" + "do" + "ing."

c. The past form of "do": "did."

d. The future form of "do": "will" + "be" + "doing."

e. The responses to such questions (with the corresponding tense forms).

Ring the bell.
WHAT AM I DOING?

1st L: YOU'RE RINGING THE BELL.

Replace the object and ask the same child to pick up another object and ask about it.

He picks up an object and pretends, e.g., to "drink" the milk, "eat" the orange, etc.
WHAT AM I DOING?

2nd L: YOU'RE EATING THE APPLE.
He chooses another object.
WHAT AM I DOING?

Continue until everyone has had a turn.

2. Using the activity pictures from lesson 42, have the children take turns choosing a picture and asking about it. Begin the activity with:

Hold up the picture of the children painting.
I SEE A BOY AND A GIRL. THE BOY IS JOHN. THE GIRL IS MARY. WHAT ARE MARY AND JOHN DOING?

1st L: THEY'RE PAINTING.

Repeat this with another picture.
I SEE TWO BOYS. ONE IS JOE AND ONE IS JACK. WHAT ARE JOE AND JACK DOING?

2nd L: THEY'RE EATING BREAKFAST.

TOM, YOU COME UP AND CHOOSE A PICTURE. ASK JOHN ABOUT IT.

Tom: I SEE TWO GIRLS. ONE IS JANE AND ONE IS MARY. WHAT ARE JANE AND MARY DOING?

Help Tom if necessary.

John: THEY'RE SLEEPING.

NOW JOHN, YOU CHOOSE A PICTURE AND ASK MARY ABOUT IT.

ETC.

3. Using the green traffic signal and the toy car, recite the following poem.

LITTLE CAR, LITTLE CAR
DON'T YOU KNOW:
WHEN THE LIGHT IS GREEN,
IT'S TIME TO GO?

Hold up the "green light." Move the car.

Repeat the verse several times, using the signal and the car each time.

4. Free Dialog.

JOE, YOU DRIVE THE LITTLE CAR NOW. WHEN I HOLD UP THE GREEN LIGHT, WHAT'LL YOU DO?

Teacher	Student	Notes
	Joe: I'LL GO.	
Hold up the green signal.		
	Joe moves the car.	
MARY, WHAT DID HE DO?	Mary: HE MADE THE CAR GO.	
NOW I'M GOING TO HOLD UP A RED LIGHT, JOE. WHAT'LL YOU DO?	Joe: I'LL STOP. He makes the car move a little and then stops it.	Provide the response if necessary.
WHAT DID HE DO, TOM?	Tom: HE STOPPED THE CAR.	
NOW I'M GOING TO HOLD UP THE YELLOW LIGHT. JOE, WHAT'LL YOU DO?	Joe: I'LL WAIT. He waits with the car.	
WHAT DID HE DO, JANE?	Jane: HE MADE THE CAR WAIT.	

5. Free Dialog.

Teacher	Student	Notes
I'M A TRAFFIC POLICEMAN. I'M GOING TO TELL THE CARS TO WAIT, TO GO AND TO STOP. WHEN I HOLD UP THE RED SIGNAL, WHAT'LL THEY DO?	○: THEY'LL STOP.	
WHEN I HOLD UP THE GREEN SIGNAL, WHAT'LL THEY DO?	○: THEY'LL GO.	

WHEN I HOLD UP THE YELLOW SIGNAL, WHAT'LL THEY DO?

◯: THEY'LL WAIT.

NOW WATCH. JOE, ASK MARY WHAT THE CARS WILL DO?
Hold up the green signal.

Joe: WHAT'LL THEY DO?

Mary: THEY'LL GO.

Provide the question if necessary.

Hold up the red signal. MARY, ASK TOM WHAT THE CARS WILL DO NOW.

WHAT'LL THEY DO NOW?

Tom: THEY'LL STOP.

Hold up the yellow signal. TOM, ASK JANE WHAT THE CARS WILL DO NOW.

WHAT'LL THEY DO NOW?

Jane: THEY'LL WAIT.

ETC.

Level II

Lesson 46

I. OBJECTIVES

A. Content

1. The learner will be able to produce the stress patterns of phrases in sentences, as in:

The tall <u>boy</u> / is <u>g</u>oing to <u>o</u>pen / the <u>door</u>.

2. The learner will be able to pronounce [z] as a plural ending after [m] , [n] , and [ŋ], as in "hums," "buns," and "bangs."

B. Test: See page 5.

II. MATERIALS

Two of each of the following: dimes, drums, pans, buns, rings, tongs, and puppets.

III. PROCEDURES

Pronunciation

1. Model: (3).

1st P: JIM IS MY NAME.

2nd P: JOHN IS MY NAME.

3rd P: BING IS MY NAME.

2. Free Dialog.

1st P: WHO AM I? ◯ : YOU'RE JIM.

2nd P: WHO AM I? ◯ : YOU'RE JOHN.

3rd P: WHO AM I? ◯ : YOU'RE BING.

<u>Teaching Points</u>

a. Locating potential pause: Learning to pronounce longer sentences in ways that potential pauses (phrase breaks or junctures occur at the appropriate grammatical points).

b. The voiced alveolar fricative [z] as a plural ending after nouns ending in a bilabial, alveolar or velar nasal.

3. Model: (3). Echo: ◯ (3), ⊙ .

THE DIMES AND DRUMS
ARE JIM'S.

THE DIMES AND DRUMS
ARE JIM'S.

Put dimes and drums down in front of Jim.

's is pronounced [z] after the nasals.

4. Model: (3). Echo: ◯ (3), ⊙ .

THE PANS AND BUNS
ARE JOHN'S.

THE PANS AND BUNS
ARE JOHN'S.

Put pans and buns down in front of John.

5. Model: (3). Echo: ◯ (3), ⊙ .

THE RINGS AND TONGS
ARE BING'S.

THE RINGS AND TONGS
ARE BING'S.

Put rings and tongs down in front of Bing.

6. Free Dialog. Point to the dimes and drums.

WHOSE DIMES AND DRUMS
ARE THESE?

◯: THEY'RE JIM'S.

Point to the pans and buns.
WHOSE PANS AND BUNS
ARE THESE?

◯: THEY'RE JOHN'S.

Point to the rings and tongs.
WHOSE RINGS AND TONGS
ARE THESE?

◯: THEY'RE BING'S.

Repeat with some of the children asking the questions.	
7. Model: (3). Echo: ◯ (3).	
THE DIMES ARE ON THE TABLE,	Put the dimes on the table.
THE DIMES ARE ON THE TABLE,	
THE DRUMS ARE ON THE CHAIR,	Put the drums on a chair.
THE DRUMS / ARE ON THE CHAIR,	
JIM'S BY THE WINDOW,	Have everyone point to Jim by the window. Have Jim throw up his arms.
JIM'S BY THE WINDOW,	
WITH HIS ARMS IN THE AIR.	
WITH HIS ARMS / IN THE AIR.	
8. Model: (3). Echo: ◯ (3).	
THE PANS ARE ON THE TABLE,	Put the pans on a table.
THE PANS / ARE ON THE TABLE,	
THE BUNS ARE IN THE PANS,	Put the buns on a chair.
THE BUNS / ARE IN THE PANS	
JOHN'S IN THE CORNER,	Have everyone point to John in the corner. Have John put his hands up.
JOHN'S IN THE CORNER,	
WITH HIS HANDS IN THE AIR.	
WITH HIS HANDS / IN THE AIR.	

9. Model: (3). Echo: ◯ (3).

Drill	Teacher's notes
THE RINGS ARE ON THE TABLE,	
THE RINGS / ARE ON THE TABLE,	Put the rings on a table.
THE TONGS ARE ON THE CHAIR,	
THE TONGS / ARE ON THE CHAIR,	Put the tongs on a chair.
BING'S IN THE DOORWAY,	
BING'S IN THE DOORWAY,	Have everyone point to Bing in the doorway.
WITH HIS LUNGS FULL OF AIR.	
WITH HIS LUNGS / FULL OF AIR.	Have him fill his lungs full of air by taking a deep breath and expanding his chest.

10. Go through the procedures of the test below, correcting all mistakes in rhythm and the pronunciation of [z] .

Test:

Put the dimes, drums, pans, buns, rings, and tongs on the table. Have four pupils stand in front of the room in a line, one in front of the other, with their backs to the class. designate them as the first, second, third, and fourth pupils. Whisper to someone in the class to say:

THE THIRD PERSON / IS GOING TO PUT THE BUNS / IN THE PANS.

Have the third person in line pick up the buns and put them in the pans. Then describe the person who said the statement to see if the third person can guess who it was. It may sound like this.

IT WAS A BOY. HE IS IN
THE 1st ROW. HE HAS A
WHITE SHIRT. HE HAS A
NICE SUIT. WHO WAS IT,
JOE?

See if Joe can guess. Then continue on with the game, letting the pupil who said the statement last time take your role in the next turn. Continue on around the group. Encourage a variety of statements about putting all of the objects in many different places (such as, on the table, floor, sink; by the door, window, etc.) by modeling sentences if you have to.

Likely Errors

a. The third person / is going to put the buns / on a "chair. ⟶ *The third / person is / going to put the / buns on a chair. (or similar mistakes of phrasing).

b. [z] ⟶ *[s] after [m], [n], and [ŋ] in plural nouns such as "dimes," "buns," and "rings."

Lesson 47

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [z] as a plural ending after [m], as in "lambs."

2. The learner will be able to ask <u>who</u> questions like the following:

   Who's going to open the door?
   Who's going to sit down?

3. The learner will be able to respond to such questions with answers like the following:

   I'm going to open the door.
   I am.

   Joe's going to sit down.
   Joe is.

B. Test: See page 4.

II. MATERIALS

A. Pictures of lambs, laps, and a boy by a window with his arms in the air

B. Drums, dimes, and 2 puppets.

III. PROCEDURES

A. Pronunciation

1. Hold up the appropriate picture each time

Teaching Points

a. The voiced alveolar fricative [z] as a plural ending after the bilabial nasal [m].

b. <u>Who</u> questions about the subject with "be" (present form) + "going to" followed by a verb.

c. Responses to such questions.

Lesson 47

as you read each line from left to right.
Model: (3).

LAMBS - LAPS
LAMBS - LAPS
LAPS - LAMBS

2. Put the pictures at opposite ends of the table. As you pronounce the words, have the pupils point to the appropriate picture.
Recognition: (5).

LAMBS LAPS LAPS LAMBS LAMBS LAPS LAMBS

3. Repeat step 2, but this time have the pupils repeat the words after you.
Echo: ◯ (3).

4. Have a puppet model for you. He can point at the objects.
Model: (3). Echo: ◯ (3), ⊙ .

You may have to demonstrate the notion of "laps" beforehand by having a child or a puppet sit on your lap and saying, "He's sitting on my lap."

THE DIMES ARE ON THE TABLE.

THE DIMES ARE ON THE TABLE.

Point to the dimes on the table.

THE DRUMS ARE ON THE CHAIR.

THE DRUMS ARE ON THE CHAIR.

Point to the drums on the chair.

JIM'S BY THE WINDOW.

JIM'S BY THE WINDOW.

Point to the picture of the boy.

WITH HIS ARMS IN THE AIR.

WITH HIS ARMS IN THE AIR.

B. Presentation

1. Have two puppets model the following dialog.
   Model: (3).

   1st P: MY NAME'S TOM.

   2nd P: MY NAME'S JOHN.

   1st P: WHO'S GOING TO OPEN THE DOOR?

   2nd P: <u>I'M</u> GOING TO OPEN THE DOOR.

2. Imitation. Repeat step 1, but this time let the pupils take turns holding the puppets and imitating the sentences and actions for them.

3. Repeat steps 1 and 2 using different actions, such as: stand by the chair, sit on the rug, bring me a book, walk around the table, etc.

4. Chain Dialog. Start off the following dialog, and give help by modeling different sentences if necessary. It may sound like this:

   JOE, WHO'S GOING TO HOP ON THE RUG?

Joe:	TOM'S GOING TO HOP ON THE RUG. WHO'S GOING TO WALK TO THE WINDOW?	Have Joe point to Tom. Have Tom hop on the rug.
Tom:	JANE IS. JANE'S GOING TO WALK TO THE WINDOW. JANE, WHO'S GOING TO SING?	Have Tom point to Jane. Have Jane walk to the window.
Jane:	MARY'S GOING TO SING.	Have Jane point to Mary. Have Mary sing.

ETC.

Lesson 47

Test:

Have two pupils stand in front of the group. Whisper to each of them to do something, such as: walk, crawl, hop, etc., when you tell them to. First, see if someone else in the class can guess who is going to perform each motion. The conversation may sound like this:

HERE ARE TWO GIRLS. ONE OF THEM IS GOING TO OPEN THE DOOR. THE OTHER ONE IS GOING TO SIT DOWN. JOE, WHO'S GOING TO OPEN THE DOOR?

Joe: MARY IS.
MARY'S GOING TO OPEN THE DOOR.

Have the two girls now do what you told them to so the class can see if Joe guessed right. If he did, he can take your place telling two other pupils what to do. Continue on around the group until everyone has had a chance. Model questions if you have to. Expressions with the following verbs can be used: open, sit, stand, sing, jump, crawl, hop, give, bring, take, walk, and any others the children have words for.

Likely Errors

a. [z] ⟶ *[s] in "lambs."

b. Who's going to open the door? ⟶ *Who's going open the door? (Note that in informal speech it is quite normal to pronounce "going to" as [gənə])

c. Mary is. ⟶ *Mary are.

Lesson 48

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [z] as a plural ending after [n], as in "cans."

2. The learner will be able to ask <u>what</u> questions like the following:

   What's he going to open?
   Where are they going to stand?

3. The learner will be able to respond to such questions with answers like the following:

   He's going to open the door.
   They're going to stand by the chair.

B. Test: See Pages 4 & 5.

II. MATERIALS

A. A picture of cans and another of cats.

B. Two puppets.

C. A policeman's hat, a fireman's hat, and a mailman's hat.

III. PROCEDURES

A. Pronunciation

1. Hold up the appropriate picture each time as you read each line from left to right.
   Model: (3).

Teaching Points

a. The voiced alveolar fricative [z] as a plural ending after the alveolar nasal [n].

b. What questions about the direct object with "be" (present form) + "going to" followed by a verb.

c. Where questions with "be" (present form) + "going to" followed by a verb.

d. Responses to such questions as <u>b</u> and <u>c</u>.

CANS - CATS
CANS - CATS
CATS - CANS

2. Put the pictures at opposite ends of the table. As you pronounce the words have the pupils point to the appropriate picture.
Recognition: (5).

CANS CATS CANS CANS CATS

3. Repeat step 2, but this time have the pupils repeat the words after you.
Echo: ◯ (3).

4. Have a puppet model the dialog for you.
Model: (3). Echo: ◯ (3), ⊙.

WHO WANTS JOHN'S CANS?

WHO WANTS JOHN'S CANS?

Have the puppet point to the picture of the cans.

HIS MOTHER!

HIS MOTHER!

WHO WANTS JOHN'S CATS?

WHO WANTS JOHN'S CATS?

Have the puppet point to the picture of the cats.

<u>HE</u> DOES!

<u>HE</u> DOES!

B. Presentation

1. Put a policeman's hat on Joe and have him pretend to be a policeman. Model: (3). Echo: ◯ (3), ⊙.

WHERE'S THE POLICEMAN GOING TO WALK?

WHERE'S THE POLICEMAN GOING TO WALK?

Lesson 48

THE POLICEMAN'S GOING TO WALK AROUND THE TABLE.

THE POLICEMAN'S GOING TO WALK AROUND THE TABLE.

Have Joe walk around the table.

2. Repeat step 1 with a fireman's hat and a mailman's cap using two other pupils.

3. Chain Dialog. Have each pupil take turns giving one of the caps to his neighbor and asking some other student where the neighbor's going to do something, such as sit, stand, walk, run, go, etc. It may go like this:

Joe gives the policeman's hat to Tom.

Joe: MARY, WHERE'S THE POLICEMAN GOING TO STAND?

Mary: HE'S GOING TO STAND BY THE DOOR.

Have Tom go stand by the door after Mary makes the remark.

Mary gives the fireman's hat to Jane.

Mary: PETER, WHERE'S THE FIREMAN GOING TO SIT?

Peter: HE'S GOING TO SIT ON THAT CHAIR.

Peter points to the chair. Have Jane sit on it after Peter makes the remark.

ETC.

4. Have two puppets model the following dialog. Model: (3).

1st P: WHAT ARE YOU GOING TO TOUCH?

2nd P: I'M GOING TO TOUCH THE BOOK.

Have the second puppet touch the book.

Lesson 48

5. Chain Dialog. Let different pairs of pupils take turns holding the puppets while they carry on a dialog like the following:

1st P: WHAT'S TOM GOING TO TOUCH?

2nd P: HE'S GOING TO TOUCH THE EASEL. — Have Tom touch the easel after the remark is made.

1st P: WHAT'S MARY GOING TO TOUCH?

2nd P: SHE'S GOING TO TOUCH THE CUPBOARD. — Have Mary touch the cupboard after the remark is made.

ETC.

Test:

Whisper to Joe to touch something. Before he touches it describe it to see if anyone can guess what it is. It may sound like this:

JOE'S GOING TO TOUCH SOMETHING. IT'S WOOD. IT'S BLACK. THE TEACHER USES IT. TOM WHAT'S HE GOING TO TOUCH?

Tom: HE'S GOING TO TOUCH THE DESK.

Then have Joe describe something which Tom is going to touch. Continue on around the group giving everyone a chance. Give help by modeling as much as you have to. When everyone has had a turn, whisper to a pupil (or two

Likely Errors

a. [z] → *[s] in "cans."

b. What's he going to touch? → *What's going he to touch? → *What he going to touch?

c. Where are they going to stand. → *Where they going to stand?

d. He's going to touch the chair. → *He's going to touches the chair.

pupils) to go stand by something. Describe it first such as,

MARY AND JANE ARE GOING TO STAND BY SOMETHING. IT IS WOOD. IT ISN'T BIG. THERE ARE MANY OF THEM IN THE ROOM. WE ALL USE THEM. WHERE ARE THEY GOING TO STAND?

Joe: THEY'RE GOING TO STAND BY A CHAIR.

Then have a pupil take your turn describing the next place where somebody else is going to stand. Continue on around the group.

Lesson 49

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [z] as a plural ending afrer [ŋ] as in "bangs."

2. The learner will be able to ask <u>what</u> questions like the following:

   What are you going to do?
   What are the girls going to do?

3. The learner will be able to respond to such questions with answers like the following:

I'm going to open the door. Open the door.

They're going to comb their bangs. Comb their bangs.

B. Test: See pages 3 and 4.

II. MATERIALS

Two paper crowns and two puppets.

III. PROCEDURES

Pronunciation

1. Have two puppets model the dialog.
   Model: (3). Echo: ◯ (3), ⊙.

Teaching Points

a. The voiced alveolar fricative [z] as a plural ending after the velar nasal [ŋ].

b. What questions about the verb phrase with "b" (present form) + "going to" followed by "do."

c. Responses to such questions.

Lesson 49

Model	Echo	Notes
1st P: THIS CROWN BELONGS TO ME.	THIS CROWN BELONGS TO ME.	Have the first puppet hold up a crown and then put it on his head.
2nd P: <u>THIS</u> CROWN BELONGS TO <u>ME</u>.	<u>THIS</u> CROWN BELONGS TO <u>ME</u>.	Have the second puppet do the same. Emphasize the words that have new meanings.
Both: WE'RE KINGS.	WE'RE KINGS.	

2. Have two puppets model the following sentences:
   Model: (3). Echo: ○(3), ⊙.

Model	Echo	Notes
1st P: HE BRINGS TONGS TO ME.	HE BRINGS TONGS TO ME.	Have the 1st puppet point to 2nd puppet as he addresses the class.
2nd P: HE SINGS SONGS TO ME.	HE SINGS SONGS TO ME.	Have the 2nd puppet point to the 1st puppet as he addresses the class.

Presentation

1. Have two puppets model the following:
   Model: (3).

Model	Notes
1st P: WHAT ARE YOU GOING TO DO?	
2nd P: I'M GOING TO SIT DOWN. WHAT ARE <u>YOU</u> GOING TO DO?	Have the 2nd puppet sit down. Emphasize "you."
1st P: I'M GOING TO DANCE.	

2. Imitation. Let pairs of pupils take turns holding the puppets and asking each other what they're going to do, imitating the dialog in step 1. Model sentences if you have to. Have each pupil's puppet do what he says he's going to do.

3. Have the boys take turns telling the girls what to do and the girls take turns telling the boys what to do. It may sound like this:

   Mary: JANE, WHAT ARE THE BOYS GOING TO DO?
   Jane: THEY'RE GOING TO CRAWL ON THE RUG.

   Have the boys crawl on the rug. Allow the short answer, "Crawl on rug."

   Joe: TOM, WHAT ARE THE GIRLS GOING TO DO?
   Tom: THEY'RE GOING TO SKIP AROUND THE ROOM.

   Have the girls skip around the room. Allow the short answer, "Skip around the room."

Test:

Have each pupil, one at a time, stand in front of the class. Let the pupils take turns asking the one in front of the class what he is going to do. Have that pupil tell what he is going to do and then have him do it. It may sound like this:

Joe: TOM, WHAT ARE YOU GOING TO DO?
Tom: I'M GOING TO OPEN THE DOOR.

Tom: MARY, WHAT ARE YOU GOING TO DO.
Mary: I'M GOING TO WRITE MY NAME ON THE BOARD.

Likely Errors

a. [z] ⟶ * [s] in "kings," "songs," and "tongs."

b. What are you going to do?
⟶ *What you going to do?
~ *What you are going to do?

c. What are they going to do?
⟶ *What they going to do?
~ *What they are going to do?

d. They're going to skip around the room. ⟶ *They're going skip around the room.

Mary: JANE, WHAT ARE YOU GOING TO DO?
Jane: I'M GOING TO TAKE THIS BOOK TO THE TEACHER.

ETC.

When everyone has had a chance to take part let the pupils take turns standing in front of the class in small groups of boys or girls. Have each pupil question his neighbor about them. It may sound like this:

Have Joe point to the two or more pupils standing together in front and say:

Joe: TOM, WHAT ARE THEY GOING TO DO?
Tom: THEY'RE GOING TO HOP ON THE RUG.
Have them hop on the rug.

Have Tom point to the group of boys standing in front and say:

Tom: JANE, WHAT ARE THE BOYS GOING TO DO?
Jane: THE BOYS ARE GOING TO WALK AROUND THE TABLE.
Have the boys walk around the table.

ETC.

Lesson 50

I. OBJECTIVES

A. Content

1. The learner will become familiar with who, where, and what questions like those in lessons 47, 48, and 49.

2. The learner will become familiar with responses to such questions like those in lessons 47, 48, and 49.

B. No test.

II. MATERIALS

A. A box containing a marble, a whistle, a ball, a pencil, a balloon, a bell, etc.

B. Two paper sacks, a crayon, and enough scratch paper for each pupil.

III. PROCEDURES

1. Free Dialog. Have a box containing many little objects. Take out two of them, such as, a marble and a whistle, and hand them to Joe and Tom so that the rest of the class can't tell who was given what. Say:

THE BOYS ARE GOING TO PUT THEIR OBJECTS ON THE TABLE. MARY, WHO'S GOING TO PUT THE MARBLE ON THE TABLE?

See if she can guess. If she can, have her take your role and give two other objects to two other pupils for the next turn. Continue on around the group. Sample response:

Teaching Points

a. "Be" (present form) + "going to" followed by a verb in:
(i) who questions about the subject;
(ii) where questions;
(iii) what questions about the direct object;
(iv) what questions about the verb phrase (with the pro-verb "do" as the main verb).

b. Responses to such questions.

c. Description of animals to indicate what they might do (see step 4.)

Mary: JOE IS GOING TO PUT THE MARBLE ON THE TABLE. JOE IS.

2. Free Dialog. Take two different objects, such as, a ball and a marble, and put them each in a different paper sack. Mix the sacks around so the class can't tell which object is in which sack. Say:

Point to one of the sacks.

JANE'S GOING TO LOOK IN THAT SACK. JOE, WHAT'S SHE GOING TO SEE?

See if he can guess correctly. If he can, let him take Jane's place for the next turn. Continue on around the group. Sample response:

Joe: SHE'S GOING TO SEE A MARBLE. A MARBLE.

3. Free Dialog. Have enough pieces of scratch paper for each pupil to have one. Show the pupils that you have drawn either a large square or a large circle on each sheet of paper. Hand the papers out to each pupil face down so no one can tell whether he has a square or a circle. Start a crayon or a pencil around the circle. Say:

Joe should be where he can't hear your remark.

JOE IS GOING TO WRITE AN X. IN THE SQUARE OR IN THE CIRCLE. JANE WHERE'S HE GOING TO WRITE AN X?

See if she can guess. Have Joe mark an X in either the square or the circle. Then continue on around the group. Sample response:

Jane: HE'S GOING TO WRITE AN X IN THE SQUARE. IN THE SQUARE.

4. Free Dialog. Explain to the pupils that this is a pretend game. Each pupil will be given a description to tell him what he is, such as, a lion, a dog, a duck, a cowboy, a policeman, etc. Then he will have to quickly answer the question: WHAT ARE YOU GOING TO DO? Some of the dialog may sound like this:

JOE IS BROWN WITH WHITE SPOTS. HE BARKS. HE BELONGS TO A LITTLE BOY. THE LITTLE BOY IS IN SCHOOL. JOE, WHAT ARE YOU GOING TO DO?

Joe: I'M GOING TO WAIT FOR THE LITTLE BOY. JANE, YOU'RE SMALL AND YELLOW. YOU LIVE ON A FARM. YOU SAY, "QUACK" "QUACK". WHAT ARE YOU GOING TO DO?

Jane: I'M GOING TO SWIM IN A POND. TOM, YOU'RE A POLICEMAN. YOU HELP PEOPLE. WHAT ARE YOU GOING TO DO?

Tom: I'M GOING TO HELP THAT BOY. MARY, YOU LIVE IN THE FOREST. ALL OF THE OTHER ANIMALS ARE AFRAID OF YOU. YOU HAVE A LONG TAIL. YOU ROAR. WHAT ARE YOU GOING TO DO?

Mary: I'M GOING TO EAT YOU UP.

ETC.

Lesson 51

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [b] between vowels, as in "a boy."

2. The learner will be able to ask <u>who</u> questions like the following:

   Who was going to open the door?
   Who was going to sit down?

3. The learner will be able to respond to such questions with answers like the following:

I was going to open the door. I was.

Joe was going to sit down. Joe was.

B. Test: See page 6.

II. MATERIALS

A. Pictures of a boy, of a ball, and of a boy with a ball and a bat and a girl petting a cat

B. A ball, a bat, and a puppet.

III. PROCEDURES

A. Pronunciation

1. Hold up the appropriate picture when you say

Teaching Points

a. The voiced bilabial <u>stop</u> between vowels. Likely error: [b] → *The voiced bilabial <u>fricative</u> [-b-], as in "a boy." There should be no more of a "pause" between "a" and "boy" than there is between <u>a-</u> and <u>-bove</u> in the word "above."

b. <u>Who</u> questions about the <u>subject</u> with the past form of "be" + "going to" followed by a verb.

c. Response to such questions.

"a boy" or "a ball," reading from left to right.
Model: (3).

A BALL - A BOY
A BOY - A BALL
A BOY - A BALL

2. Have the pupils point to the appropriate picture as they repeat.
Echo: ◯ (3), ⊙ .

A BALL	A BALL
A BOY	A BOY
A BOY	A BOY

3. Show the picture of a boy with a ball and a bat, and a girl petting a cat.
Model: (3). Echo: ◯ (2), ⊙ .

A BOY LIKES TO PLAY	A BOY LIKES TO PLAY
WITH A BALL AND A BAT.	WITH A BALL AND A BAT.
AND A GIRL LIKES TO PLAY	AND A GIRL LIKES TO PLAY
WITH A FINE LITTLE CAT.	WITH A FINE LITTLE CAT.

4. Free Dialog. Ask questions about the picture like:

WHAT DOES THE BOY LIKE?
HE LIKES TO PLAY WITH A BALL AND A BAT.

DOES THE BOY PLAY
WITH A CAT?

NO, HE DOESN'T. HE PLAYS
WITH A BALL AND A BAT.

ETC.

B. Presentation

1. The following introduction is necessary in order to establish the meaning of "was going to." Say:

I NEED TWO HELPERS.

Hands go up.

JOE AND JANE,
COME HERE.

JANE, YOU'RE GOING TO
OPEN THE DOOR.

Point to the door of the closet where you keep the toys.

JOE, YOU'RE GOING TO GET
THE BALL.

JOE, (whispering) YOU
OPEN THE DOOR. JANE,
YOU GET THE BALL.

Joe opens the door and Jane gets the ball.

Have the children sit down and with a puppet model the following:

BOBO, WHO WAS GOING TO
OPEN THE DOOR?

Bobo: JANE WAS GOING
TO OPEN THE DOOR,
BUT SHE DIDN'T.
SHE GOT THE BALL.

WHO WAS GOING TO GET THE BALL?

Bobo: JOE WAS GOING TO GET
THE BALL, BUT HE DIDN'T.
HE OPENED THE DOOR.

2. Echo the dialog between you and the puppet in step 1. The echoing may have to be done one sentence at a time, e.g., "Jane was going to open the door, but she didn't." Then: "She got the ball."
Echo: ◯ (2), ⊙ .

3. Chain Dialog. Go quickly three times around the class.

ALICE, WHO WAS GOING TO
GET THE BAT?

Alice: TOM WAS GOING TO GET THE BAT.
TOM WAS.

Allow [gona] for "going to."
Allow the short answer.

JOE, WHO WAS GOING TO OPEN THE
DOOR?

Joe: JANE WAS GOING TO OPEN THE DOOR.
JANE WAS.

MARY, WHO WAS GOING TO GET
THE BALL?

ETC.

4. Ask Jane, Joe, and Tom the following question:

JANE, WHO WAS GOING TO
OPEN THE DOOR?

Jane: I WAS GOING TO OPEN THE DOOR.
I WAS.

You may have to prompt Jane.

JOE, WHO WAS GOING TO
GET THE BALL?

Joe: I WAS GOING TO GET THE BALL.
I WAS.

TOM, WHO WAS GOING
TO GET THE BAT?

Tom: I WAS GOING TO GET THE BAT.
I WAS.

5. Say to the whole class:

YOU ARE GOING TO STAND UP.
EVERYONE STAND UP.

Signal to the children to remain in their seats.

YOU ARE GOING TO SIT DOWN.
EVERYONE, SIT DOWN.

Signal the children to stand up.

Go around the class and ask each pupil:

WHO WAS GOING TO STAND UP? / SIT DOWN?

I WAS / WE WERE GOING TO STAND UP. / SIT DOWN

Lesson 51

Test:

Guessing Game. Divide the class into two teams for this game. Ask each pupil what he is going to do, e.g., open the door, close the window, raise his hand, etc. Then tell him to do something else in secret. Each team member sees if he can stump his opponent. The team with the highest score wins.

Learner from team # 1:	WHO WAS GOING TO SIT DOWN?
Learner from team # 2:	JANE WAS GOING TO SIT DOWN. JANE WAS.
Learner from team # 1:	YOU'RE RIGHT. Team # 2 gets a point.
Learner from team # 2:	WHO WAS GOING TO STAND UP?
Learner from team # 1:	TOM WAS GOING TO STAND UP. TOM WAS.
Learner from team # 2:	YOU'RE WRONG. <u>JOE</u> WAS GOING TO STAND UP. Team # 1 doesn't get a point.

Likely Errors

a. Who was going to sit down? ⟶ *Who is going to sit down? (When past intention is meant.)

b. Who was going to sit down? ⟶ *Who was going sit down?

c. Jane was. ⟶ *Jane is. (In response to the question, "Who was going to sit down?")

Lesson 52

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [d] between vowels, as in "the dog."

2. The learner will be able to ask <u>what</u> and <u>where</u> questions like the following:

   What were you going to open?
   Where was Joe going to sit?

3. The learner will be able to respond to such questions with answers like the following:

I was going to open the book.
The book.

   I was going to open the book, but I didn't. I opened the box.

He was going to sit on the stool.
On the stool.

   He was going to sit on the stool, but he didn't. He sat on the desk.

B. Test: See pages 5, 6, and 7.

II. MATERIALS

A. Two puppets, a box, and a book

B. Pictures of a doll, of a duck, of a dog, and of a girl looking through a door and seeing a duck, a dog, and a doll on the floor.

Teaching Points

a. The voiced alveolar stop [d] between vowels. Likely errors: [d] ⟶ *The voiced interdental <u>fricative</u> [ð], as in "the dog." There is no more "pause" between "the" and "dog" than there is between <u>a-</u> and <u>-dore</u> in the word "adore."

b. <u>What</u> questions about the direct object with the past form of "be" + "going to" followed by a verb.

c. Responses to such questions.

III. PROCEDURES

A. Pronunciation

1. Hold up the appropriate picture.
Model: (3). Echo: ◯(3), ⊙.

A DUCK — A DUCK
A DOLL — A DOLL
A DOLL — A DOLL
A DUCK — A DUCK

2. Recite the following poem for the students. Show the picture of a girl looking through a door at a duck, a dog, and a doll on the floor.
Model: (2)

WHEN THE LITTLE GIRL
OPENED THE DOOR,
SHE SAW A DUCK, A DOG,
AND A DOLL ON THE FLOOR.

3. Echo: ◯(3), ⊙.

WHEN THE LITTLE GIRL
OPENED THE DOOR,

WHEN THE LITTLE GIRL
OPENED THE DOOR,

SHE SAW A DUCK,

SHE SAW A DUCK,

A DOG,

A DOG,

AND A DOLL ON THE
FLOOR.

AND A DOLL ON THE FLOOR.

4. Ask questions about the poem, like:

   Remove picture from view.

   WHAT DID THE LITTLE
   GIRL SEE ON THE FLOOR?

SHE SAW A DUCK, A DOG AND A DOLL ON THE FLOOR. A DUCK, A DOG, AND A DOLL. SHE SAW A DUCK. ETC.

   WHAT COLOR [WAS / IS] THE DOG?

HE [WAS / IS] BROWN. BROWN.

   WHERE [WAS / IS] THE DOLL?

THE DOLL [WAS / IS] ON THE FLOOR. ON THE FLOOR.

   ETC.

B. Presentation

1. Hold the puppet, Bobo, in one hand while you hold Boba in the other. Have a book and a box with flaps (that can be opened) on your desk.

   BOBO, YOU'RE GOING
   TO OPEN THE BOOK.

   Bobo: ALL RIGHT. — *Bobo nods.*

   BOBA, YOU'RE GOING
   TO SIT ON THE CHAIR.

   Boba: ALL RIGHT. — *Boba nods.*

   Now have Bobo open the box and Boba sit on the desk after they have made motions towards opening the book and sitting on the chair, respectively.

2. Model: (3).

BOBO, WHAT WERE YOU GOING TO OPEN?

Bobo: I WAS GOING TO OPEN THE BOOK.
BUT I DIDN'T I OPENED THE BOX.

BOBA, WHERE WERE YOU GOING TO SIT?

Boba: I WAS GOING TO SIT ON THE CHAIR, BUT
I DIDN'T. I SAT ON THE DESK.

3. Echo the dialogs in step 2. The echoing may have to be done one sentence at a time.
Echo: ◯ (3) ⊙.

4. Echo: ◯ (3) ⊙.

BOBA, WHAT WAS BOBO GOING TO OPEN?

BOBA, WHAT WAS BOBO GOING TO OPEN?

Boba: HE WAS GOING TO OPEN THE BOOK, BUT HE DIDN'T. HE OPENED THE BOX.

HE WAS GOING TO OPEN THE BOOK, BUT HE DIDN'T. HE OPENED THE BOX.

BOBO, WHERE WAS BOBA GOING TO SIT?

BOBO, WHERE WAS BOBA GOING TO SIT?

Bobo: SHE WAS GOING TO SIT ON THE CHAIR. BUT SHE DIDN'T. SHE SAT ON THE DESK.

SHE WAS GOING TO SIT ON THE CHAIR. BUT SHE DIDN'T. SHE SAT ON THE DESK.

5. Chain Dialog. Go quickly once around the room.

JOE, WHAT WAS DORO
GOING TO OPEN?

Joe: THE BOOK.
HE WAS GOING TO OPEN THE BOOK.
HE WAS GOING TO OPEN THE BOOK, BUT HE DIDN'T. HE OPENED THE BOX.

JANE WHERE WAS DORA
GOING TO SIT?

Jane: ON THE CHAIR.
SHE WAS GOING TO SIT ON THE CHAIR.
SHE WAS GOING TO SIT ON THE CHAIR, BUT SHE DIDN'T. SHE SAT ON THE DESK.

ETC.

Observe that Joe has three different responses he can make.

Joe turns to Jane.

Test:

1. Have the pupils come up in pairs and respond in the following manner:

JANE, ARE YOU GOING TO
SIT IN YOUR SEAT.

Jane: ALL RIGHT. (Jane, after a pause, sits in Tom's seat.)

Joe: WHERE WERE YOU GOING TO SIT?

Jane: IN MY SEAT.
I WAS GOING TO SIT IN MY SEAT, BUT I DIDN'T.
I SAT IN TOM'S SEAT.

Likely Errors

a. Where were you going to sit? ⟶ *Where you going to sit?

b. What was Joe going to open? ⟶ *What Joe was going to open?

c. He was going to open the door. ⟶ *He was going to opens the door.

d. On the stool. ⟶ *The stool, in answer to "Where was Joe going to sit."

Now reverse roles.

JOE, YOU ARE GOING TO OPEN THE DOOR.

Joe: ALL RIGHT. (Joe, after going to the door but not opening it, opens the box.)

Jane: WHAT WERE YOU GOING TO OPEN?

Joe: THE DOOR.
I WAS GOING TO OPEN THE DOOR, BUT I DIDN'T. I OPENED THE BOX.

2. Repeat the procedure of step 1 with all the pupils, but this time cue with both <u>where</u> and <u>what</u> questions.

Have three children at a time come up to the front. Cue both <u>what</u> and <u>where</u> questions.

JANE, YOU ARE GOING TO SIT IN YOUR SEAT.

Jane: ALL RIGHT. (Jane, after a pause, sits in Tom's seat.)

Joe: MARY, WHERE WAS JANE GOING TO SIT?

Mary: IN HER SEAT.
SHE WAS GOING TO SIT IN HER SEAT, BUT SHE DIDN'T. SHE SAT IN TOM'S SEAT.

JOE, YOU ARE GOING TO OPEN THE DOOR.

Joe: ALL RIGHT. (Joe, after going to the door but not opening it, opens the box.)

Mary: TOM, WHAT WAS JOE GOING TO OPEN?

Tom: THE DOOR.
TOM WAS GOING TO OPEN THE DOOR, BUT HE DIDN'T HE OPENED THE BOX.

Lesson 53

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [g] between vowels, as in "a game" and "the goat."

2. The learner will be able to ask *what* questions like the following:

   What were you going to do?
   What were the boys going to do?

3. The learner will be able to respond to such questions with answers like the following:

I was going to open the door. Open the door.

The boys were going to run again. Run again.

B. Test: See pages 5 and 6.

II. MATERIALS

A. Pictures of a goat, of a game, and of a boy and a dog chasing a goat.

B. Two puppets.

III. PROCEDURES

A. Pronunciation

1. Hold up the appropriate picture each time.
   Model: (3). Echo: ◯ (2), ⊙.

Teaching Points

a. The voiced velar *stop* between vowels. Likely error: [g] → "The voiced velar fricative[ɣ], as in "a game" or in words like "again." There is no "pause" between "a" and "game."

b. *What* questions about the verb phrase with the past form of "be" + "going to" followed by the pro-verb "do."

c. Responses to such questions: The short answer includes only the main verb and its complements, if any.

A GOAT

A GOAT

A GAME

A GAME

A GAME

A GAME

A GOAT

A GOAT

2. Now show the picture of a boy and a dog chasing a goat.
Model: (3). Echo: ◯ (3), ⊙.

THE BOY AND THE DOG ARE GOING TO CATCH THE GOAT.

THE BOY AND THE DOG ARE GOING TO CATCH THE GOAT.

3. Ask questions about the picture like:

WHO'S GOING TO CATCH THE GOAT?

THE BOY AND THE DOG.

WHAT'RE THE BOY AND DOG GOING TO CATCH?

THE GOAT.

"What's the boy and the dog going to catch?" is acceptable in informal speech.

B. Presentation

1. Model the following dialog with two puppets:
Model: (3).

Bobo: BOBA, OPEN THE BOX.

Boba: ALL RIGHT.
Boba makes a motion towards opening the box but she doesn't; instead she sits down.

Bobo: WHAT WERE YOU GOING TO DO?

Boba: OPEN THE BOX.
I WAS GOING TO OPEN THE BOX.

2. Free Dialog. Have each pupil come up in turn and the teacher gives each a directive which the pupil does not perform, but does something else, e.g.,

MARY, OPEN THE DOOR.

Mary: ALL RIGHT.

The door is open so Mary closes it.

Joe: MARY, WHAT WERE YOU GOING TO DO?

Mary: OPEN THE DOOR.
I WAS GOING TO OPEN THE DOOR.

Allow Mary to expand on her response if she wishes to, e.g., "...but I didn't. I closed it."

JOE, WALK TO YOUR SEAT.

Joe hops to his seat.

Jane: JOE, WHAT WERE YOU GOING TO DO?

Joe: WALK TO MY SEAT.
I WAS GOING TO WALK TO MY SEAT.

Let Joe add to his response if he wants to.

ETC.

3. Arrange to have two girls walk to the window. Model the following dialog with two puppets:
Model: (3).

Boba: GIRLS, HOP TO THE WINDOW.

Girls: ALL RIGHT.

The girls walk to the window.

Bobo: WHAT WERE THE GIRLS GOING TO DO?

Boba: HOP TO THE WINDOW. THEY WERE GOING TO HOP TO THE WINDOW.

4. Chain Dialog. Have one pupil come up and give directives to pairs of pupils. Arrange with the pupils to do something other than what they are told to do, e.g.,

Pupil director:	BOYS, GO TO THE DOOR.	
Boys:	ALL RIGHT.	The boys go to their seats.
1st L:	WHAT WERE THE BOYS GOING TO DO?	
2nd L:	GO TO THE DOOR. THEY WERE GOING TO GO TO THE DOOR.	Encourage expansion of this response.
Pupil director:	GIRLS, WALK TO YOUR SEATS.	
Girls:	ALL RIGHT.	The girls walk to the window.
2nd L:	WHAT WERE THE GIRLS GOING TO DO?	

3rd L: WALK TO THEIR SEATS.
THEY WERE GOING TO WALK TO THERE SEATS.

Encourage expansion of this response.

ETC.

Test:

1. Guessing game. Divide the class into two teams. Have the 1st L from team #1 come up and whisper to the teacher what he is going to do. They can only do those actions they have vocabulary for. You will be the first guesser. Be sure to guess wrong the first time to set the pattern for the pupils who guess wrong.

1st L-Team #1: I'M GOING TO OPEN THE DOOR. (Whisper that he is going to open the door)

1st L-Team #2: WERE YOU GOING TO SIT DOWN?

1st L-Team #1: NO, I WASN'T.

1st L-Team #2: WHAT WERE YOU GOING TO DO?

1st L-Team #1: OPEN THE DOOR.
I WAS GOING TO OPEN THE DOOR.

Likely Errors

a. What were you going to do? → *What you were going to do?

b. What were they going to do? → *What are they going to do? (When past-time is intended)

c. They were going to walk to the window. → *They were going walk to the window. (But, of course, the pronunciation [gənə] for "going to" is acceptable in normal conversation)

Team #1 gets a point. Continue this activity until all have had a chance to guess.

2. Repeat step 1 with pairs of pupils doing the action. This time have the pair of pupils whisper their intentions to another pupil on their team and let him answer the questions.

Pair of Pupils:	WE'RE GOING TO WALK TO THE WINDOW. (Whisper to team mate instead of teacher, but you listen to it, too, so you can act as referee)
1st L-Team #1:	WERE THEY GOING TO OPEN THE DOOR?
1st L-Team #2:	NO, THEY WEREN'T.
1st L-Team #1:	WHAT WERE THEY GOING TO DO?
1st L-Team #2:	THEY WERE GOING TO WALK TO THE WINDOW.
	ETC.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [b], [d], and [g], between vowels, as in "a boy," "the dog," and "the goat."

2. The learner will become familiar with the stress patterns of phrases in sentences, as in:

   The <u>boy</u>/ and the <u>dog</u>/ were <u>go</u>ing to <u>catch</u>/ the <u>goat</u>.

B. Test: See pages 3 and 4.

II. MATERIALS

Pictures of a boy and a dog chasing a goat, of a boy, of a dog, and of a goat.

III. PROCEDURES

1. Hold up the picture of a boy and a dog chasing a goat. Model: (3). Echo: ◯ (3).

   THE <u>BOY</u>/ AND THE <u>DOG</u>/
   WERE <u>GOING</u> TO <u>CATCH</u>/
   THE <u>GOAT</u>.

   THE <u>BOY</u>/ AND THE <u>DOG</u>/ WERE
   GOING TO <u>CATCH</u>/ THE <u>GOAT</u>.

2. Echo: ◯ (2), ⊙.

   THE <u>BOY</u>

   AND THE <u>DOG</u>

   THE <u>BOY</u>

   AND THE <u>DOG</u>

Teaching Points

a. The voiced <u>stops</u> between vowels:

   (1) the bilabial [b];
   (2) the alveolar [d];
   (3) the velar [g].

b. The stress pattern of compound phrases, e.g., "The boy and the girl ..." The purpose of this objective is simply to make your pupils aware of this pattern as a systematic part of English. You may skip steps 1 and 2 of procedures if you feel your pupils do not need this practice.

Teacher	Pupils	Notes
WERE GOING TO CATCH	WERE GOING TO CATCH	
THE GOAT.	THE GOAT.	
THE BOY/ AND THE DOG/ WERE GOING TO CATCH/ THE GOAT.	THE BOY/ AND THE DOG/ WERE GOING TO CATCH/ THE GOAT.	

3. Chain Dialog. Put the pictures of a boy, a dog, and a goat on the chalk tray. The teacher says, as she points to one of the pictures:

For example, the picture of a goat.

JOE, WHAT'S THIS?

Joe: A GOAT. / THAT'S A GOAT.

YOU'RE RIGHT. IT'S A GOAT.

MARY, WHAT'S THIS? — Pointing to the picture of a dog, for example.

Mary: A DOG. / THAT'S A DOG.

Joe: YOU'RE RIGHT. IT'S A DOG.

Mary: JANE, WHAT'S THIS? — Point to the picture of a boy, for example.

Jane: A BOY. / THAT'S A BOY.

Mary: YOU'RE RIGHT. IT'S / HE'S A BOY

ETC.

Go around the class several times rapidly to give the pupils the chance to practice [b] , [d] , and [g] between vowels.

Test:

1. Chain Dialog. Put the pictures of a boy, a dog, and a goat face down on a desk or a chair. The teacher picks up one of the three pictures and holds it so no one else can see it. The teacher asks the 1st L:

WHAT DO I HAVE?

1st L: A BOY. / YOU HAVE A BOY.

NO, I DON'T. GUESS AGAIN.

A COAT. / YOU HAVE A GOAT.

YES, I DO. I HAVE A GOAT.

The 1st L comes up and chooses another picture and asks the 2nd L:

1st L: WHAT DO I HAVE?

2nd L: A DOG. / YOU HAVE A DOG.

1st L: YOU'RE RIGHT. I HAVE A DOG.

Choosing another picture, 2nd L asks:

2nd L: WHAT DO I HAVE?

3rd L: A GOAT. / YOU HAVE A GOAT.

ETC.

Likely Errors

a. [b] ⟶ *The voiced bilabial fricative [β] , as in "a boy."

b. [d] ⟶ *The voiced interdental fricative [ð] , as in "a dog."

c. [g] ⟶ *The voiced velar fricative [ɣ] as in "a goat."

d. The stress pattern of compound phrases like "the boy and the dog" is not likely to produce errors

2. Chain Dialog. Put the picture of a boy and a dog chasing a goat on the chalk tray Make this a random chain dialog by having the pupils call on different pupils. Cue the full response, if necessary, to test the stress patterns of each individuals response.

JANE, WHAT ARE THE BOY, AND THE GOAT GOING TO DO? Point to the picture.

Jane: THE BOY/ AND THE DOG/ ARE GOING TO CATCH/ THE GOAT. TOM, WHAT ARE THE BOY AND THE DOG GOING TO DO?

Tom: THE BOY AND THE DOG ARE GOING TO CATCH THE GOAT. JOE, WHAT ARE THE BOY AND THE DOG GOING TO DO?

ETC.

I. OBJECTIVES

A. Content

1. The learner will become familiar with the pronunciation of [b], [d], and [g] between vowels, as in "a boy," "a dog," "and "a goat."

2. The learner will become familiar with <u>who</u>, <u>where</u>, and <u>what</u> questions like those in lessons 51, 52, and 53.

3. The learner will become familiar with responses to such questions like those in lessons 51, 52, and 53.

B. No test

II. MATERIALS

A. Pictures of a boy, of a dog, and of a goat.

B. Classroom objects: books, boxes, chalk, etc.

<u>Teaching Points</u>

a. The voiced stops between vowels:
   (1) the bilabial [b] ;
   (2) the alveolar [d] ;
   (3) the velar [g] .
   You may want to skip step 1 under presentation, which covers this objective, if you feel that your pupils are now thoroughly familiar with the voiced stops between vowels.

b. The past form of "be" + "going to" followed by a main verb in:
   (1) <u>Who</u> questions about the subject;
   (2) <u>What</u> questions about the direct object;
   (3) <u>Where</u> questions about the locative adverb;
   (4) <u>What</u> questions about the verb phrase (with the pro-verb "do" as the main verb).

c. Responses to such questions.

III. PROCEDURES

Presentation

1. Guessing game chain dialog. Put the pictures of a boy, a dog, and a goat face down on a desk or a chair. The 1st L picks up one of the three pictures and holds it so no one else can see it, and asks the 2nd L:

1st L: WHAT DO I HAVE?

2nd L: A GOAT.
YOU HAVE A GOAT.

1st L: NO, I DON'T.
GUESS AGAIN.

2nd L: YOU HAVE A BOY.
A BOY.

1st L: YOU'RE RIGHT.
I HAVE A BOY.

2nd L: WHAT DO I HAVE?

To the 3rd L after picking up a different picture.

3rd L: A GOAT.
YOU HAVE A GOAT.

2nd L: YOU'RE RIGHT.
I HAVE A GOAT.

ETC.

2. Guessing Game. Divide the class into two teams, and choose a captain for each team. Have each captain

The teacher should keep track of the directives given to each pupil.

give directives, such as, "Joe, you are going to stand up," "Jane, you are going to close the door, "Mary you are going to walk to the window," etc., to four of his team members. Have the four team members do things other than what they were supposed to. Then have each team member see if he can stump his opponent.

Encourage different types of questions, by cueing them if necessary.

1st L-Team #1: WHO WAS GOING TO SIT DOWN?

1st L-Team #2: JANE WAS.
JANE WAS GOING TO SIT DOWN.

1st L-Team #1: YOU'RE WRONG.
SHE WAS GOING TO CLOSE THE DOOR.

Team #2 doesn't get a point.

1st L-Team #2: WHO WAS GOING TO STAND UP?

1st L-Team #1: JOE WAS.
JOE WAS GOING TO STAND UP.

1st L-Team #2: YOU'RE RIGHT.

Team #1 gets a point.

Continue this activity until all have had a chance to ask and respond to the question. Other possible questions: "What was Jane going to close?"; "Where was Jane going to walk to?"; "What was Joe going to do?"; etc.

3. Random Chain Dialog. Have Tom, Joe, Jane, and Mary come up and tell the class:

Lesson 55

Tom: I'M GOING TO PLAY WITH JOE.
Joe: I'M GOING TO PLAY WITH TOM.
Jane: I'M GOING TO OPEN THE BOOK
Mary: I'M GOING TO SIT IN TOM'S SEAT.

1st L: BILL, WHAT WERE THE BOYS GOING TO DO?

Bill: PLAY.
THEY WERE GOING TO PLAY, BUT THEY DIDN'T.

ALICE, WHERE WAS MARY GOING TO SIT?

Alice: IN TOM'S SEAT.
SHE WAS GOING TO SIT IN TOM'S SEAT, BUT SHE DIDN'T.
SHE SAT IN HER OWN SEAT.

JANE, WHAT WERE YOU GOING OPEN?

Jane: THE BOOK.
I WAS GOING TO OPEN THE BOOK, BUT I DIDN'T.
I CLOSED THE BOOK.

Tom opens the door.
Joe sits in Tom's seat.
Jane closes the book.
Mary sits in her own seat.

You might start the chain by being the 1st L.

TOM, WHAT WERE YOU GOING TO DO?

Tom: PLAY WITH JOE.
I WAS GOING TO PLAY WITH JOE, BUT I DIDN'T.
I OPENED THE DOOR.

BECKY, WHAT WAS JANE GOING TO OPEN?

Becky: THE BOOK.
SHE WAS GOING TO OPEN THE BOOK, BUT SHE DIDN'T.
SHE CLOSED IT.

ETC.

Give all the students several chances to ask and respond to different questions.